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ABSTRACT

The curriculum guide for Ohio's secondary level programs in English as a second language (ESL) begins with background information on factors to consider in developing an ESL curriculum, including limited-English-proficient students' characteristics, the language acquisition process, skill areas to be covered, instructional goals for four major language skill areas (listening/speaking, reading/vocabulary, writing, and grammar), and techniques for integrating language skills. A section follows for each of the four skill areas, outlining specific skills and content areas to be developed at each of three levels (beginning, intermediate, and advanced), and suggesting classroom activities for each skill. The guide is intended as a resource for teachers and administrators, to be modified or expanded as appropriate in each school district. (MSE)

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INTRODUCTION

Approximately 8,000 Limited English proficient (LEP) children have been identified in schools across Ohio. They come from a variety of backgrounds and experiences and encounter diverse situations in the schools they attend. Some school districts within the state have sufficiently large concentrations of LEP students to justify establishing special programs to help them master English skills and move into the mainstream of the academic environment. Other districts which only have a few LEP students may have limited knowledge of how to address the special educational needs of these young people. Moreover, they may have few available resources for teachers to use in guiding these students toward English proficiency.

A survey of Ohio school districts enrolling small numbers of LEP students revealed that there was a pressing need for a resource to assist teachers and tutors in providing English as a second language (ESL) instruction. This curriculum guide was developed to assist school districts with LEP students in identifying crucial skill areas that should be addressed in any effort to help these students achieve English proficiency. This guide is not intended to be the final word on what should be taught in an ESL program. Given the individual needs of students and the diverse situations encountered in school districts, the guide should be adapted to the needs of the LEP students involved. It should be regarded as a *resource* and the activities and skill areas included should be modified or expanded as appropriate.

Factors to Consider in Developing an ESL Curriculum

Characteristics of LEP Students

An LEP student is one whose native language is not English, and whose difficulty in speaking, reading, writing or understanding English is an obstacle to successful learning in a classroom where English is the only language of instruction. However, although the student may be limited in his or her knowledge of English, he or she is not deprived culturally, but rather, has a cultural and linguistic background which is simply different from the culture of the United States. The recognition of LEP students' cultural and linguistic heritage is important to establishing a rapport with them.

There are a number of factors that will need to be taken into consideration in order to structure an ESL program for LEP students that fits their individual needs. For example, students who do not have literacy skills in their own language will need basic instruction in reading and writing as well as in listening to and speaking English. Similarly, special instruction in manuscript and cursive writing will be needed for students whose native language writing system uses characters rather than the Roman alphabet.

Obviously, the content of the ESL program will be structured to address the LEP student's English language proficiency at the time he or she enters school. However, school personnel should be sensitive to the fact that although a secondary level student may have limited English skills, he or she might be very proficient in his or her native language. It is important to let the content of the ESL program be as relevant to the student's intellectual and emotional development as possible. Therefore, even though the language skills being taught may be simple and basic, efforts should be made to relate those skills to situations and ideas that match the student's intellectual development. Subject content, for example, can be incorporated into grammar, vocabulary, or reading lessons. Not only will this strategy be helpful for the student's understanding of subject content but it will make the ESL instruction more meaningful.

The Language Acquisition Process

Another consideration in structuring an ESL program is what techniques are most successful in helping LEP students acquire English language skills. It is believed that a comparison of the process of first and second language acquisition provides a basis for the development and use of effective instructional strategies. The research comparing first and second language acquisition has revealed that:

1. Second language learners approach learning a second language systematically, and they form rules on the basis of the information at their disposal.
2. The second language needs to be presented to the learner in a meaningful context.
3. Negative attitudes or lack of motivation can hinder the process of second language acquisition.
4. Second language learners make errors similar to those made by children learning a first language.

Based on these findings it is suggested that the ESL teachers:

1. Create a positive atmosphere for language learning.
2. Be knowledgeable and accepting of the students' cultural background and take positive steps to lead them to an understanding of the United States' culture without diminishing pride in their own culture.
3. Provide meaningful contexts for language learning.

4. Expect errors to occur as the student practices the new language. Errors are a part of the learning process.
5. Provide grammatical explanations for older learners since they might benefit from the opportunity to analyze the rules of the language.

Skill Areas to be Covered in the ESL Program

The major language skills — listening, speaking, reading, writing — as well as grammar study constitute the core components of the ESL program. Students should be instructed in each skill at a level consistent with their English language proficiency which should be determined prior to beginning any form of ESL instruction. The subject of assessing LEP students' English language proficiency has been treated in greater depth in the publication *Guidelines for the Establishment and Implementation of Entry and Exit Criteria for Bilingual Programs*, (Ohio Department of Education). All four skills can be taught simultaneously depending on the students' level of literacy in their native language. However, instruction should always be structured so that students can progress from the simple to the complex. They should learn simple structures first and more complex ones afterwards.

Instructional Goals for the Four Major Language Skills

The following is a general description of the broad skills that would be emphasized for each of the four major language components: listening/speaking, reading, writing, and grammar.

Listening/Speaking

The primary goal of the listening/speaking program is to enable the student to develop oral/aural communicative competence sufficient for functioning effectively in the school and community. Helping students reach this level of competence often requires teaching the social or cultural rules that go with the language. In other words, the students will learn not only how to ask questions, but also which questions are appropriate to ask.

At the beginning level, the students would be introduced to basic vocabulary and structures that would enable them to begin to function in the academic environment and community. Besides learning greetings and basic classroom vocabulary, they could learn how to ask and answer simple questions and how to request and follow simple directions.

As the students' confidence in using the language increases, they can refine their ability to ask questions, use more complicated structures, and even incorporate some idiomatic expressions into their vocabulary. At the intermediate level, students may continue to improve pronunciation and to apply grammar skills to spoken discourse.

Advanced level students would be able to comprehend main ideas and relevant details from oral expressions, and to distinguish between formal and informal expressions. By this level the student would begin to understand spoken discourse well enough to begin participating in class discussions and to develop note-taking skills.

Reading/Vocabulary

In many ESL programs, less attention is paid to developing LEP students' reading skills than to developing their speaking and writing skills. However, reading instruction should be provided for the ESL student in a systematic manner and within a meaningful context. This is evident when one considers that the junior high and high school curriculum is based on the

assumption that students have acquired adequate English reading skills.

The primary goals of reading instruction, therefore, are to enable LEP students to meet academic objectives and to assist them in acquiring independent reading skills.

One factor which may strongly influence the student's progress in reading is literacy in the native language. Skills and activities for non-literate and semi-literate students are included in the Pre-Reading Section. These activities may also be helpful for students who are literate in their native languages, especially students unfamiliar with the Roman alphabet.

Obviously, the reading skills required of beginning level ESL students will differ from those appropriate for intermediate or advanced level students. For example, at the beginning level, students would be expected to be able to recognize and produce vocabulary related to objects, situations, and experiences within their immediate environment. They would also be able to comprehend the content of a short narrative as well as simple directions. The reading content for beginning level students may or may not include subject content such as history or science. If subject content is included, however, it should be simple and basic in nature and supported by many concrete and contextual clues.

Some of the skills in which intermediate level students are expected to be proficient include identifying the main ideas in a paragraph, restating ideas in their own words, and drawing inferences from information they have read. Another reading skill appropriate for them would be the reading of maps, timetables, or graphs. Nevertheless, students would continue to develop and expand many of the skills they learned in the beginning stages such as using context clues to gain the meaning of unfamiliar words.

Advanced level students would be able to distinguish between fact and opinion, draw conclusions, and comprehend figurative language such as might be found in poetry. Other advanced reading skills include reading for specific functions (want ads, menus, bus schedules), and reading for information (textbooks, newspapers, magazines). In addition, recreational reading would be encouraged.

Writing

The primary goal of the ESL writing program is to provide students with the writing skills they will need in order to be successful in regular academic classes.

Literacy in the native language may also affect the rate of progress in writing development. Pre-writing activities are included to familiarize students with letter forms, copying, and beginning creative expression.

Since written language represents oral language, an appropriate objective at the beginning level is for students to be able to write what they can say. At this level, in addition to developing mechanical and spelling skills, instruction focuses on writing correct sentences. For example, word order in creating a variety of simple English sentences is emphasized.

As students become familiar with basic sentences, they will later be encouraged to combine them into more complex sentences. Subsequently, they will use these more complex sentences to develop paragraphs that focus on a single idea.

Once students demonstrate control of the general mechanics of writing a sentence, the focus shifts to developing skills in writing paragraphs. Intermediate level students may be presented with several types of common paragraphs. By studying and imitating these models, the students may practice writing many of the kinds of paragraphs which they will later be required to produce in subject content classes.

At the advanced level, the emphasis on paragraph development is continued. However, combining paragraphs into a coherent piece of writing, such as a book report or essay, is the main focus of instruction. At each level, vocabulary and spelling will continue to be developed as is appropriate to the students' academic language needs.

Grammar

The primary goal of the grammar program is to provide the student with an understanding of the structure of English sufficient for effective communication. Skills and concepts introduced in the grammar program will relate very closely to all other areas of the curriculum.

At the beginning level, students would be introduced to basic structures and tenses. These would include the simple present and past tenses, the future with "going to" and possessives.

During the intermediate level, the students would continue to review the structures introduced at the beginning level as needed and would move into some of the more complex structures they would be encountering in their classwork. Some of the structures introduced would include count and non-count nouns, comparisons, and the past continuous and present perfect tenses.

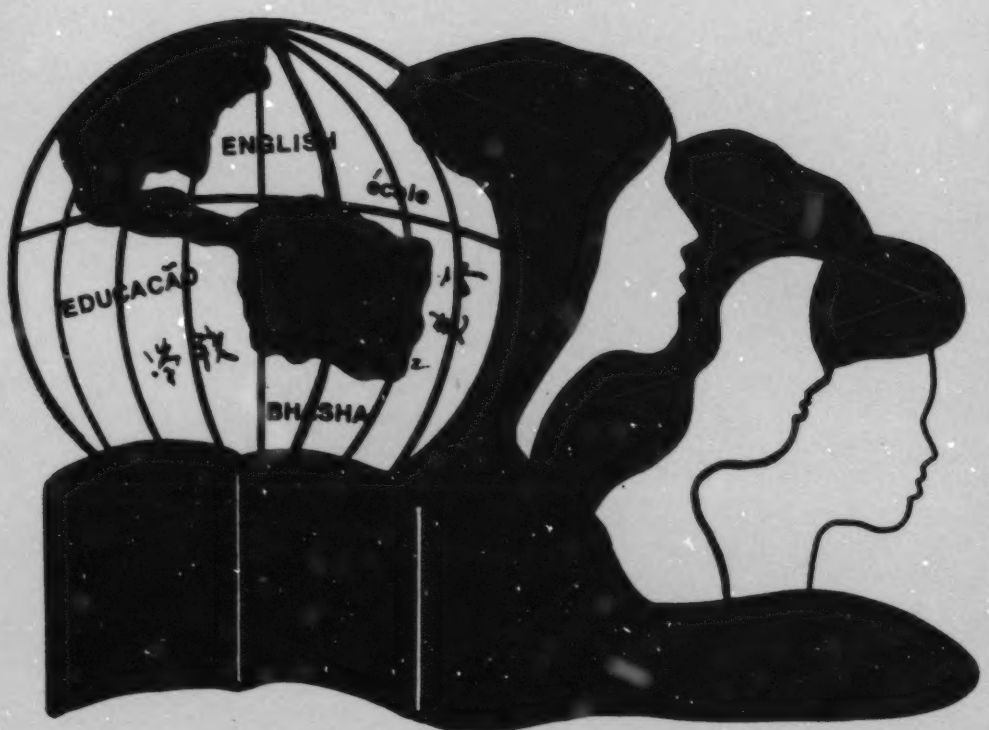
By the advanced level, students would demonstrate an adequate ability to utilize the less complex structures; however, some review of possible areas of difficulty (such as prepositions, articles and subject-verb agreement) might be necessary. At the advanced level, students would be introduced to the remaining tenses, relative clauses, adverbial clauses and conditionals.

Finally, it should be noted that a conscious learning of grammar rules is not the same as achieving language proficiency. Although the role of grammar instruction is more important for older students than it is for young children, grammar should be seen primarily as a tool for students to use in checking and correcting their oral and written language production.

Integrating Language Skills

The language skills presented here have been separated into the categories of listening/speaking, reading, writing, and grammar. This has been done only as a means of focusing on specific language acquisition skills in a systematic manner. A focus on one skill area, however, does not imply the exclusion of others. Teaching literacy skills in reading and writing, for example, requires the use of aural/oral skills as well. Listening/speaking activities will require the use of vocabulary and grammar acquired in other areas. Clearly, these language skill areas are all closely interrelated and cannot be taught in isolation.

LISTENING/SPEAKING



Skill: Listening/Speaking

Level: Beginning

Skill/Concept:	Suggested Activities
ABILITY TO UNDERSTAND AND RESPOND TO BASIC INFORMATION QUESTIONS	Present a dialogue with basic information questions. This could be done by showing appropriate visuals of one person asking the question and another responding, as the teacher presents the dialogue: For example: What is your name? My name is Tom. Where do you live? I live at 361 Oak Street. What is your telephone number? My telephone number is 386-4821. The questions can be practiced by asking individual students to respond to them. Then, divide the students into pairs to ask the questions to one another. Each one can then report back to the group about the information he or she has obtained.
SCHOOL/CLASSROOM VOCABULARY Using identification This/that is . . . These/those are . . .	Identify objects in the classroom, introducing the singular first and later the plural. For example: This is a pencil. That is a desk. Ask students to respond to the question What's this? This is a _____ . Take a tour of the building and identify the various rooms: office, cafeteria, nurse's office, gym, etc. You may also want to identify key school personnel such as the principal, the nurse, the secretary, the custodian.
GREETINGS AND POLITE EXPRESSIONS	Present a dialogue to the class using visuals showing two people greeting one another. For example:

Skill/Concept:	Suggested Activities
	Hello. How are you? Fine, thank you. How are you? Fine, thank you. Students can be divided into pairs to practice greeting one another. Students who have been in the country a few months or who have studied some English in their native country may be familiar with other forms of greetings. These can be introduced and practiced by using role plays. Carefully instruct the students in the situation and then let them show other forms of greetings. Situations might include greetings in a formal rather than an informal situation. Greetings could be between student and teacher, friend to friend, or student to a friend's parent.
NUMBERS	Provide students with a list of numbers and the words for the numbers. Pronounce the numbers for the students and ask them to repeat the numbers after you. Count objects in the room using the classroom vocabulary introduced previously. For example: There are five chairs. There are four bookshelves. Place a certain number of books on the table and ask "How many books are there?" Continue in this manner using familiar objects in the room. To practice using the word for a number, ask the students to count objects and write the number word on their paper. Students who already have math concepts can do simple math problems, checking their answers orally. For example: 4 x 5 = 20 Necessary vocabulary would include: add, subtract, multiply, divide, equals. Students entering with limited math backgrounds will need to be introduced to basic math facts which will involve a greater time period.

Skill/Concept:	Suggested Activities
	Discuss the cost of school lunches or other items the students need to purchase regularly. Use the student's money or provide coins for each student. Practice counting the amount needed to purchase lunch or some other item. This would be a good opportunity to introduce counting by 5's and 10's.
FAMILY MEMBERS AND RELATIONSHIPS	Collect pictures that show a variety of families. Introduce vocabulary such as father, mother, brother, sister, etc. by describing the pictures to the class. For example: "This is Yoon Sook. She has one brother and two sisters. This is her mother and father." Practice asking and answering questions such as: How many brothers and sisters do you have? What are their names? Where do they live? Students may be divided into pairs and asked to interview each other using the questions above. They can then report the answers to the class.
TELLING TIME	Provide students with clock illustrations showing different times. Practice vocabulary such as: It's one-thirty. It's three o'clock. It's a quarter to five. Use pictures to illustrate different activities of the day and ask the students: what time do you get up, eat lunch, go to bed, etc. A survey could be used with the questions above to show the time most students in the class eat lunch, etc. Using the students' class schedules, find out what time they have math class, English, P.E., etc. Provide simple bus or plane schedules for each student and have them answer questions about arrival and departure times.

Skill/Concept:	Suggested Activities
DAYS OF THE WEEK Ordinal Numbers	Using a calendar, practice the days of the week. For example: "Today is Monday. Tomorrow is Tuesday. Yesterday was Sunday." Ask students to answer specific questions about activities they do during the week. For example: "What day do you have gym class?" "I have gym class on Monday." "When is your science test?" "My science test is on Wednesday." Provide students with a list of ordinal numbers through the thirty-first. Illustrate the use of ordinal numbers in dates with statements such as: Today is April 1st. Tomorrow is April 2nd. Provide a calendar for each student with activities written in for certain days. Ask questions about the date of each activity. For example: When is our English test? When is the next football game? When is my dentist appointment?
MONTHS AND SEASONS OF THE YEAR Weather	Introduce the names of the months using a calendar showing the year at a glance. Ask the students to tell the month of their birthday. Survey the students to find how many have birthdays in each month. Put the results on the board and ask the students to make sentences reporting the results. For example: Five students have birthdays in March, three students have birthdays in July, etc. Show pictures of the seasons and various seasonal activities. Ask the students to form sentences about the pictures. For example: School begins in the fall. I go fishing in the summer.

Skill/Concept:	Suggested Activities
	Describe the different kinds of weather in Ohio throughout the year. For example: In Ohio, the summer is hot and the winter is cold. It snows in the winter. Ask questions such as: What is the weather like in Thailand in the summer?
FOODS	Identify different foods from pictures or bring actual fruits and vegetables to class. Students can identify which ones they eat. Have students identify the ones they like best. Discuss the different foods from the countries represented in the class. Describe the types of food eaten for breakfast, lunch, and dinner in the United States. Plan a menu together for breakfast, lunch, and dinner. Role play going through the cafeteria line and choosing items for lunch.
ASKING AND ANSWERING QUESTIONS Yes/No questions	Introduce yes/no questions by asking about the common objects. For example: Is this a pen? Yes, it is. Is that a chair? Yes, it is. Is today Tuesday? No, it isn't. is Qui your brother? No, he isn't. Using the overhead projector or board, list questions that can be answered with yes or no. For example: Do you live in Ohio? Do you go to school? Are you in tenth grade? etc. Divide the students into pairs. Give each student a list similar to the one above. Invite students to interview each other and report the information they collect back to the class.

Skill/Concept:	Suggested Activities
COLORS	Examine various objects around the classroom and describe their color. For example: This pencil is red. It's a red pencil. This book is blue. It's a blue book. Introduce all the basic colors. Hold up various objects and ask: "What color is this?"
CLOTHING	Using pictures (or realia) introduce the clothing vocabulary. For example: This is a shirt. This is a dress. Students might be asked: "Are you wearing a dress?" "What color is your dress?" Students might respond "red" or "My dress is red." Continue practicing the color vocabulary by taking surveys. The surveys might include how many are wearing a certain color, the students' favorite colors, etc.
OCCUPATIONS	Bring in pictures of people in various occupations. Describe the pictures for the students. Mrs. Hart is a teacher. She works in a school. Mr. Thompson is a mechanic. He works in a garage. Mrs. Garcia is a doctor. She works in a hospital. Review the pictures by asking: "Who's this?" "What does he (she) do?" After practice with the students in describing the occupations, give the pictures to individual students and ask the other students to guess what occupation the student has by asking yes/no questions.

Skill/Concept:	Suggested Activities
	For example: Do you work in a school? Are you a principal?
ARTICLES OF FURNITURE ROOMS IN THE HOUSE	Pictures from various home magazines can be shown to the class. Students can identify the furniture in each room. This would also offer an opportunity to review colors. Provide pictures of empty rooms and ask the students to place the furniture in the appropriate rooms. Consideration can be given to the various style of furnishings used in different cultures. Students can also identify the various activities that take place in the different rooms. For example: I watch T.V. in the living room. I eat breakfast in the kitchen.
PARTS OF THE BODY	Identify the parts of the body on a picture or drawing. Vocabulary can be practiced by asking "Is this my head?" while pointing to your arm. Students can respond, "No, that is your arm."
ASKING AND ANSWERING WH- QUESTIONS	Surveys can be used to practice wh- questions. Students might be asked, "What is your favorite food?" and the results tallied on the board. The teacher can then give each student in the class a slip of paper with a question on it. They must ask each classmate the question and report the results of the survey to the class. Questions might include: What do you study? When do you study? What is your favorite T.V. program? Where do you study at home? Where do you buy (food, clothes, etc.)?
ASKING FOR AND BEING ABLE TO FOLLOW DIRECTIONS	Provide a simple table top map or drawing of the city. One student can ask directions to a specific location and another student can give them while the first student attempts to follow them. This can be done as a class activity if a

Skill/Concept:	Suggested Activities
	duplicated map is given to each student. The teacher or an advanced student can give directions. Role play situations where one student asks another directions to specific locations in the school or around the school grounds.
AMERICAN HOLIDAYS	Show a picture of the holiday being discussed. Identify the activities taking place in the picture. Ask the students about similar holidays in their country and how they are celebrated. Stories or articles relating to the holiday can be read to the students for listening practice and then discussed. Some holidays provide opportunities for role plays, such as Halloween. Although junior high or high school students may not trick or treat, they may go with younger brothers or sisters or provide treats at the door.
VOCABULARY RELATED TO AMERICAN INSTITUTIONS City Hall Post Office Fire Department Police Department	Role plays and visits to the various institutions will develop some familiarity with the operations of U.S. institutions. Situations that might be used include mailing a package, purchasing stamps, reporting a fire, or reporting a burglary.
LETTERS OF THE ALPHABET	Prepare an alphabet dictation, based on the letters which your students find difficult. Present the letters in groups which may be easily confused. Your dictation might include the following: Number one. Write a, e, i. Number two. Write g, j. Number three. Write p, b, v. Number four. Write y, i. Repeat the dictation, writing the correct letters on the board and allowing students to correct their answers. Repeat the exercise using different letters as needed.

Skill/Concept:	Suggested Activities
PRONUNCIATION PRACTICE	Give students pictures of items beginning with the sounds sh/š/ and ch/č/ and have them sort them under a picture of a chair for /č/ and a shoe for /š/. "Same or Different" drills can be used to present contrasts between sounds. Students first identify the differences through a listening exercise where they tell if the sounds are the same or different. For example, to practice the v and b sounds in the initial position, the pairs might include the following: very, berry boat, vote valid, valid veer, beer best, vest balance, balance bent, vent After each pair, students can respond with "same" or "different." Once students are familiar with the sounds, they can be asked to repeat the words and finally to read and pronounce the words alone. Prepare a list of plural nouns, including examples of words ending with the sound /s/ as in hats, the sound /z/ as in cans, and the sound /iz/ as in houses. Students might divide a paper into three columns and write each word under the appropriate sound as the word is read aloud by the teacher. /s/ /z/ /iz/ lamps beds watches clocks flowers vases envelopes candles glasses The same exercise can be used to practice the three different sounds for the past tense marker -ed: /t/ as in looked; /d/ as in played; /id/ as in waited.

Skill/Concept:	Suggested Activities
	Minimal pairs can be used to teach difficult sounds. It is important that students be able to hear the sound first, identify it, and lastly produce it. A list of minimal pairs such as the following can be given to the students:

/I/	/i/
bit	beat
sit	seat
slick	sleek
hit	heat
fit	feat
chick	cheek

Say all the words in the first column several times and then all the words in the second column. Say the words across (bit, beat) several times. Give two words from the lists and ask if they are the same or different. Do the same for three words.

Give a word from one of the lists and have the students tell if it is from the first list or the second one.

Say a word from the lists and have the students write on their paper the sound they hear, either /i/ or /I/.

Say the words in the first list and have the students repeat each word. Do the same for the second list and then for the words across with the students repeating each pair.

Say a word from one list and have the students give the contrasting word from the second list. Other lists of minimal pairs might include contrasting sounds: /æ/ as in bad and /ɛ/ as in bed, /r/ and /l/, /b/ and /p/, etc. (Remember that minimal pairs differ only in one sound.)

Skill: Listening/Speaking

Level: Intermediate

Skill/Concept:	Suggested Activities
ASKING QUESTIONS	Students can ask questions using a variety of tenses. For example: What are you eating for lunch now? What did you eat yesterday? What will you eat tomorrow? Have you ever eaten lamb? Conduct a press conference. Provide each student with a summary of a news story. One student can be the spokesperson and the other students the journalists. The spokesperson can give a summary from the news article and then the journalists can ask questions.
IDIOMATIC EXPRESSIONS	Present idiomatic expressions to the students in the context of a short passage to help convey the meaning. Role play situations in which the students can use the idiomatic expressions. The meaning of some idiomatic expressions can be conveyed through cartoon drawings. These might illustrate the meaning of the expression or show the incongruity if the literal meaning was understood. For example, a man holding a woman above his head saying, "Well, if you're in a hurry, I won't hold you up any longer." Students can collect cartoons illustrating idiomatic expressions or draw their own.
DESCRIBING FEELINGS AND EMOTIONS	Show pictures of people demonstrating the various emotions. For example: Beth won first prize. She is happy. It's time for lunch. Tom is hungry.

Skill/Concept:	Suggested Activities
	After the presentation give students additional pictures depicting various emotions and ask the students to describe how the person feels. Show a scene with people engaged in various activities and ask the students to describe the feelings and emotions of the people. For example, a park scene showing a jogger, a mother holding a crying baby, children playing ball, a boy with a flat tire on his bike, etc.
APPLYING GRAMMAR SKILLS	The teacher or a student can tell a story in the present tense and another student can retell it using the past tense. The same exercise can be done switching from the first person singular to the third person singular. Students could be asked to describe their activities for the past several weeks or months. Students could also be asked to describe their future plans by using "will" or "going to." Ask the students to retell a story they have seen on television or at the movies. Ask the students to choose an interesting incident from a sports event, a hobby, or newspaper article and retell it to the class.
WHAT WOULD YOU SAY IF . . .	These topics may be used for class discussion or students may be asked to prepare a short role play based on ideas suggested. Follow-up discussions and comments may include appropriateness, alternate responses, etc. You may want to select several situations which require a specific kind of response. For example, in one class period, use only activities which would involve apologizing; in another, giving advice; in a third, making polite requests. Create other situations as appropriate for the students in the class. You have just arrived home in a taxi cab. You reach for your wallet or purse and find it missing. What do you say to the cab driver? It is after midnight and your neighbor is still playing the stereo loudly. What do you say to your neighbor?

Skill/Concept:	Suggested Activities
	A classmate borrowed $10 from you several weeks ago and has still not returned it. You would like your money back. What do you say to your classmate? You woke up late and missed the final exam in your English class. What do you tell your teacher? You get on a crowded bus and have to stand. The bus stops suddenly and you drop your books on top of a seated passenger. What do you say? You are at the shopping mall with your parents and you meet one of your teachers. How do you introduce your parents (who do not speak English) and your teacher? You have just bumped into a friend at a party and spilled his or her coke. What do you say? You have been playing baseball. The ball suddenly smashes through a neighbor's window. What do you say to your neighbor? Your car has been at the service station for two days. The mechanic promises that it will be repaired the next day. When you arrive to pick it up it still has not been fixed. What do you say when the mechanic promises to have it ready by tomorrow? A classmate says that your favorite rock and roll group lacks musical talent. What do you say to your classmate? You are in a restaurant and are dissatisfied with the meal you have been served. What do you say to the waiter? You want to return a shirt or blouse that you bought recently but you no longer have the sales receipt. What do you say to the sales clerk?

Skill/Concept:	Suggested Activities
	Your parents just received a monthly electric bill for $650. They are sure there must be some mistake but, since neither speak English well, they want you to call the Electric Company. What do you say when the company tells you that their computer does not make mistakes? You accepted an invitation to a friend's house for dinner but forgot to go. Your friend is upset. What will you say?
CULTURAL AWARENESS Understanding of American Holidays	Compare or contrast celebrations in the U.S. with celebrations with the same or similar holidays in the student's native country. Compare or contrast the meaning or use of colors in the U.S. versus those of the native country.
School customs	Discuss the differences in rules and customs in U.S. schools and those of the student's native country. Include the expectations and responsibilities for the student and for the teacher.
Topics for discussion	Other topics for discussion might include: Sports in the U.S. Soccer versus football American television Professions open to men and women in the U.S. The American family
PRONUNCIATION PRACTICE	Prepare a list of words containing sounds the students are having difficulty pronouncing. Read the list and have students mark their papers for the sound they hear. Practicing the th sound /ð/ as in this and /θ/ as in thin, the list might include: that nothing month mother these Other sounds that might be compared this way include: /r/, /l/; /b/, /v/; /s/, /c/, /z/

Skill/Concept:	Suggested Activities
	Prepare a list of sentences to be used in practicing a particular sound or sounds. To practice the difference in the /ʊ/ sound as in look and the /u/ sound as in <u>too</u>, you might prepare sentences similar to these: The book is on the table. Luke saw the movie, too. My mother is a good cook. Don't be late for school. Read the sentences and ask students to underline words with the /ʊ/ sound and cross out words with the /u/ sound.

Skill: Listening/Speaking

Level: Advanced

Skill/Concept:	Suggested Activities
REFINING SPEAKING SKILLS	Students can be asked to give short class presentations. For example, "How to . . ." Provide students with a short reading on a current topic of interest, for example, pollution. Review any key words and, after some discussion of the meaning of the passage, ask the students to take a stand on the topic. Students with little experience in discussion or debate may find it helpful to have the reading the day before the discussion.
REFINING LISTENING SKILLS Comprehending main ideas and relevant details	Read a short narrative to the class and ask the students to give possible titles. Ask the students to listen to class presentations, selected television programs, or school assemblies. Following the exercise, guide the students in a discussion of the main ideas presented and the details supporting the idea. The teacher may want to guide the listening experience by providing the students with an outline or some key questions prior to the exercise.
APPLYING GRAMMAR SKILLS	To practice the use of conditionals, ask students to answer questions such as "What would you do if _____ happened?" Shared Nomenclature. Choose two students with similar speaking ability and experiences. Give one a paper with six geometric shapes in a certain order. Give the other student the same shapes to be placed in order. The first student faces away from the second student and must describe the sheet to the second so he or she can place the geometric shapes in the same order. The second student can ask questions but may not look at the pattern of the first student until the exercise is completed.

Skill/Concept:	Suggested Activities
FORMAL vs. INFORMAL ENGLISH	Play a tape or read a selectiong using informal English (e.g., I'm gonna go. Do ya wanna go?) Prepare a series of questions to check comprehension of the material. Tapes of radio broadcasts or T.V. programs might be used. Students are encouraged to understand informal speech patterns, but it is not necessary for students to be able to produce these patterns. Often, however, students do want to be able to use them and, since students are exposed to this kind of language daily, it often comes naturally. In such situations, the teacher may need to point out the appropriate uses of formal and informal English. The choice between these two levels of language use involves more than a choice between "what dya" and "what do you?" It also takes into account the following considerations: the person the student is addressing, the student's relationship to that person, and the situation. Present several situations and discuss the degree of formality or informality appropriate. employee talking to boss teacher talking to student student talking to teacher student talking to student young person talking to older person stranger talking to stranger husband talking to wife
NOTE-TAKING SKILLS	Make a tape of a possible telephone conversation that would require taking a message. Play the tape for the students and ask them to take the message. Prepare a text to be read to the students. Give each student a partial outline to be filled out as the text is read. Give "canned" lectures during which students are expected to take notes. Follow-up activities might include class discussion or even a short, practice test during which students may use their notes.

Skill/Concept:	Suggested Activities
IF I WERE YOU . . .	The situations suggested here may be used as class discussion topics or as a basis for role playing. You may wish to assign the same topic to two different pairs of students, and see how each group handles the same situation. Discussion might focus on appropriateness of responses, alternate possibilities, or examples of actual similar situations. Your friend smokes more than a pack of cigarettes a day. What do you advise your friend? You have an important report to finish for your class tomorrow. You also have a date to go to the movie tonight. Ask your friend for advice. Ask your parents for advice. Ask your date for advice. Your cousin from out of town will be visiting this weekend. Ask a classmate about places to visit or things to do. A friend wins the Ohio Lottery and asks how you would spend the money. You are in a department store looking for a gift for a family member. You have no idea what to buy. The sales clerk asks if you need any help. What do you say? You are talking with your school guidance counselor. The counselor recommends taking more English courses; however, you feel you have already have enough English. You have failed your most recent math test. You want to improve your test scores. What do you say to your teacher?
CULTURAL AWARENESS	Introduce topics for discussion through short readings, newspaper articles, or cartoons. Students may wish to compare or contrast the major points. More advanced students could discuss the topics through a class debate.

Skill/Concept:	Suggested Activities
	Topics for discussion: Roles of men and women in the U.S. Importance of education Family relationships Nonverbal communication Values Civil Rights (including topics such as Women's Liberation) Treatment of the elderly
PRONUNCIATION PRACTICE	Exercises similar to those used at the intermediate and beginning levels can continue to be used in overcoming pronunciation problems. The student may want to set a goal of correcting two pronunciation errors within a certain period of time. Asking individual students to record sentences with critical sounds can help to illustrate areas of difficulty. Reading selected poems for chants aloud after the teacher can help develop a feel for rhythm and intonation of the language.
CONTENT AREA INSTRUCTION AND ESL	As the students' English proficiency increases, materials and activities from content area classes can be incorporated into the ESL lesson, especially in listening/speaking. A cooperative relationship between content teachers and the ESL teacher can benefit both students and teachers. Simple science experiments, for example, can be carried out within the context of the ESL listening/speaking class. Follow-up activities might focus on vocabulary and grammar structures as well as on the results of the experiment itself. Other possible activities from content areas which can be incorporated into the ESL class are limited only by the teacher's creativity and determination, since such activities require extra effort, coordination, and preparation.

READING

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Skill: Reading

Level: Pre-Reading

Skill/Concept:	Suggested Activities
VISUAL DISCRIMINATION	Label items in the classroom. Provide students with a set of cards identical to the labels. Have students match the cards to the labeled items. Provide magazines or newspapers. Ask students to locate and circle specific letters: capital A, lower case r, etc.
AUDITORY DISCRIMINATION	Prepare a list of word pairs. Say the words and ask students if the words are the same or different: book, book look, book red, red Prepare a list of words beginning with the same sounds. Say the words and ask students if the beginning sounds are the same or different: paper, people picture, pencil paper, baby Repeat this activity several times, introducing only three or four new sounds each time. Collect pictures of items students are familiar with. Have students sort them into categories based on initial sounds.
SOUND/SYMBOL RELATIONSHIP	Have students use pictures to create a chart for each sound. Print the letter corresponding to the sound at the top and label each picture. Help students create individual flash cards by pasting a picture on the front of a 3 x 5 card and printing the letter the word begins with on the back. Later you may add the entire word. Students may work together in pairs to practice.

Skill/Concept:	Suggested Activities
BEGINNING READING	Invite students to dictate sentences on a given topic, preferably a shared experience—a group activity on the playground, a field trip. Write the sentences on the board or overhead; read each sentence aloud and ask students to read silently. Asking questions may encourage students to produce sentences or to make additions or changes to sentences already recorded. When the story is completed, read it aloud from the beginning. Then, type the story making any necessary grammar corrections and distribute copies. Read the story aloud while students follow silently. Invite individual students to read while others follow. Prepare a worksheet based on the story by leaving out every nth word and having students supply the words. Initially, they may be asked to match the missing words to those on the first copy. Later, they may be asked to supply the words themselves.

Skill: Reading/Vocabulary

Level: Beginning

Skill/Concept:	Suggested Activities
SOUND/SYMBOL RELATIONSHIP	Read a list of words to the students. For example: bag, man, ball, make, dog. After each word is ready, students write the initial sound they hear on their paper. This activity can be repeated for medial and final sounds. Spot dictation. A simple sentence is read by the teacher and the students are asked to write a portion of the sentence on their paper. A list of words containing silent letters is given to each student. As the words are read the student circles the silent letters. For example: plate, make, hope.
WORD ANALYSIS SKILLS Consonant and Vowel Sounds	The teacher reads pairs of words to the students. Students mark S on their paper if the pair has the same vowel sound and D if the sounds are different. For example: boat-coat, hope-blow, shot-show. This can also be repeated for consonant sounds.
Inflectional endings	Students are asked to underline the inflectional endings in a list of words. For example: boys, parties, going, walked.
Compound words	Two lists of base words that can be joined to form compound words are given. The students are asked to combine the words to form the compound words.
IDENTIFY BASIC SIGHT WORDS	Word cards can be made on the basic sight words introduced and then used in practice with the teacher or another student. For concrete objects, the word can be matched with the objects in the room. For other objects, the student can be shown the picture in a book and asked to find the appropriate word. This

Skill/Concept:	Suggested Activities
	can be extended to identifying objects in the science room, library, cafeteria, etc. Scrambled sentences. Sentences that have been introduced can be written on tagboard, cut apart and the words scrambled. Students are asked to unscramble the sentences. Students can complete sentences like the following from their basic sight word cards. Tom lives _____ . I go to _____ .
BASIC SIGHT WORDS	Present a wordless book to the students and help them generate descriptions of the illustrations. As the students dictate, the teacher writes the story. The text can then be typed and distributed to the students. The text can be edited by the group and then integrated with the illustrations. This type of exercise will give the students the opportunity to review words they already know and expand their reading vocabulary to words already contained in their speaking vocabulary. This type of language experience can be used to share art experiences, study trips, or other class experiences. Anagrams. Ask students to make new words out of the component letters of a base word. For example: invitation.
SYNONYMS AND ANTONYMS	Underline several words in a simple paragraph. Have students choose a synonym for each word from a list of possible synonyms.
USE PUNCTUATION FOR MEANINGFUL READING	Read a passage aloud to the students ignoring all punctuation. Then read the passage again including the punctuation. Ask the students which was easier to understand. Remind them that punctuation is an aid to the reader and that good readers read in phrases and not word by word.
FOLLOW SIMPLE WRITTEN DIRECTIONS	Provide students with a list of directions and ask them to complete each one. For example:

Skill/Concept:	Suggested Activities
	Write your name on the top of the paper. Answer the math problems. Place your paper on the teacher's desk. Students also need to be introduced to the type of directions given in textbooks and workbooks. For example: Read each sentence and answer the questions. Choose the correct word. Underline the right answer. Fill in the blanks.
IN SHORT PASSAGES: locate facts and details	After reading a passage, the students are asked to choose from a list the facts and details that were contained in the passage. For advanced beginners, simple passages from the subject areas might be used in this activity. Students are given incomplete sentences from a story they have read with several possible endings following each one. Students are to choose the one that completes the sentence correctly according to the story.
identify the main idea	Show the students a picture of a familiar situation, such as the park, grocery, or school, and ask them to choose a title for the picture. They should support their choice from facts or details in the picture. After reading a short passage, have the students choose the main idea from several possibilities.
use context clues for solving unknown words	Provide students with sentences with one unknown word underlined in each one. From three possible choices, ask the students to choose the word or group of words that has the same meaning as the underlined word. For example: Jack is a member of the committee that was chosen to plan the dance. A committee is a: a. club b. group c. party

Skill/Concept:	Suggested Activities
	Have students complete sentences like the following: I thought we still had some milk, but the carton is _____. a. cold b. full c. empty d. bare
recognize the sequence of events	Cut apart cartoons and have students place them in the correct sequence. Scrambled Story. Write parts of a story on separate index cards and have students put the story back together. Read a short paragraph describing an activity or incident and, from a list of options, tell what happened before.
VOCABULARY	Vocabulary at this stage will be very basic and determined largely by the needs of the student in the school and community. Vocabulary should be introduced in context and all practice should be meaningful. Simple question games like "I Spy" give practice in vocabulary. In the game "I Spy" one person begins by describing an object by its shape, size, color, etc. The other players attempt to guess the object the leader spies. The one who succeeds gets to describe the next object. For example, "I spy something that is large and green ___." Scrabble. This game is enjoyed by all levels. Turn several sets of scrabble letters face down on a table. Each person takes a turn turning over one letter. When any player identifies a word from the letters in the center, he calls it out and claims the word. The player with the most words wins. Words should be three or more letters; proper names and foreign words are excluded.

Skill: Reading/Vocabulary

Level: Intermediate

Skill/Concept:	Suggested Activities
Continue to refine and develop the skills introduced at the beginning level	
IDENTIFY COMMON PREFIXES AND SUFFIXES	Provide students with a list of incomplete sentences that they will complete from a group of listed words. Use the underlined prefix to show which word is needed. For example: A submarine goes _____ under the water.
IDENTIFY TOPIC SENTENCE IN A PARAGRAPH	Give the students a paragraph and ask them to choose the topic sentence. This would be a good activity from a science or social studies textbook within their reading ability.
RESTATE A PASSAGE IN OWN WORDS	Ask the students to read a passage from a subject area, e.g. science, social studies, or health, and have them restate the passage in their own words.
RECOGNIZE CAUSE AND EFFECT RELATIONSHIPS	Ask the students to complete sentences like the example. Martha was afraid to swim in the ocean because of a. the shallow water b. a sudden storm c. her fear of sharks In cause and effect sentences, ask students to identify which part of the sentence is the cause, which part is the effect, and any clue words such as because, as a result of, and therefore.
COMPARISON AND CONTRAST	Students can practice making comparisons and contrasts by answering questions describing how two people or situations are alike or different. After reading passages describing cer-

Skill/Concept:	Suggested Activities
	tain aspects of U.S. culture, students might make comparisons and contrasts with their native culture.
DRAW INFERENCES	Sentences modeled after the following can help the student to draw inferences. Mark passed his science test today. He probably feels a. angry b. sad c. happy After reading a passage about the Civil War, students could answer questions that would require making inferences. For example: The reader can infer that after the Civil War: a. prices increased b. the North helped the South to rebuild c. the U.S. grew rapidly d. railroads ran from coast to coast
INTRODUCE ENGLISH DICTIONARY SKILLS (INCLUDE SYLLABICATION)	Students who are not familiar with the Roman alphabet may need practice in alphabetizing. Provide students with a list of words to be found in the dictionary. After finding the words, have them list the guide words under which they were found on their paper. For example: 1. bridge breathe-briddle 2. bright brief-Brittany 3. dark dancer-dart Ask the students to look up words in the dictionary and divide them into syllables. Show the students how words can be divided at the end of a line of writing only at the syllable division. For example: The teacher gave the class an assign- ment. Give students a list of words and have them divide the words into syllables by putting a diagonal line at the proper division. Allow them to use the dictionary if they are not sure. Ask students to lock up words to find the pro-

Skill/Concept:	Suggested Activities
	nunciations, definitions, root words, and synonyms. Many elementary reading workbooks or beginning dictionary workbooks provide exercise pages for this type of activity.
READ AND COMPREHEND GRAPHS, CHARTS, MAPS, TABLES	To introduce students to the usefulness of graphs, make a simple graph with them to show the hours at which students go to bed. After the graph is completed, students can answer questions from the graph. For example: More students went to bed at _____ than any other time. Many students are interested in driving. A chart showing the approximate distance to stop a car at various speeds could be studied. Questions could be included on the chart. For example: The _____ (horizontal, vertical) line shows the speed at which a car travels. The _____ line shows the distance it will take to stop the car. If you drive a car at 60 mph, you will need _____ feet to bring it to a stop. Provide maps of the city and have the students locate their school and home. Ask them to provide directions to specific sites within the city. If the city has a public bus service, provide bus route maps and ask the students to plan trips to various places in the city using only bus travel. Using a large world map, mark the cities visited by students in your class with colored pins. Use the map legend to compute the distances travelled.
ABILITY TO USE BOOKS EFFECTIVELY INDEX, TABLE OF CONTENTS, APPENDIX	Provide exercises for the students based on a textbook in use. For example: 1. On what page can you find a listing of all the maps and graphs in this book? 2. Look in the index for the main heading "Hunting." List the four subheadings found under it.

Skill/Concept:	Suggested Activities
	3. On what page can you find the definitions of difficult words? What is this page called?
USE REFERENCE MATERIALS	Provide students with opportunities to use the reference materials in the school library. Introduce them to the location and use of the card catalogue, encyclopedias, dictionaries, and atlases. Specific assignments might include finding information in the encyclopedia on a famous person, e.g., Abraham Lincoln. Students could answer questions about his birthplace, occupation prior to becoming president, age at which he was elected president, etc. Later the students could use the card catalogue to locate books on him.
VOCABULARY	A vocabulary notebook might be a useful tool for some students. New words from their class work or from their reading could be included.
Vocabulary related to grammatical structure and reading areas	
Develop simple vocabulary for content areas	Crossword puzzles are fun and allow the students opportunities to stretch their vocabulary. The puzzles could be teacher made or some of the easier commercial versions.
Understand new vocabulary through English definition	Twenty questions. One player thinks of an object, person, or place. The other players must identify the object by asking questions. For example: Is it an object? Would you find it in a school?
	Ask the students to find the word that doesn't belong in a list of items in a certain category. For example: typewriter, pen, shovel, pencil.
	To assist students in developing vocabulary for the content area, films or filmstrips can be shown to introduce the concept to be studied. The content area vocabulary can be reviewed before students read about the topic in the text. Elementary film series in the science, health, and social studies areas often contain simplier vocabulary and can be used for this purpose.

Skill: Reading/Vocabulary

Level: Advanced

Skill/Concept:	Suggested Activities
Continue to refine and develop the skills introduced at the previous level HOMOPHONES HOMONYMS	The teacher gives each student a sentence containing a homonym or homophone and asks him or her to compose another sentence using the pair correctly. Examples: too, two; their, there; plain, plane. Provide students with a list of homographs with their definitions. Ask the students to choose which meaning is used in a sentence. For example: a. bat - a stick or club b. bat - a flying animal _____ 1. Marty picked up the bat and walked to the plate. Ask the students to find the homograph in the dictionary and check the pronunciation. Have the students find sample sentences showing the different uses of the word. More advanced students might attempt to write their own sentences. For example: Mike listened to his favorite record last evening. Record the sales for the day in the ledger.
DISTINGUISH BETWEEN FACT AND OPINION	After reading a passage, provide the students with a list of statements that contain facts and opinions related to the reading. Ask students to mark the ones that are facts and those that are opinions. Ask them to give reasons to support their choices.
PREDICT OUTCOME	Provide students with open-ended stories. Have them predict the possible outcome.

Skill/Concept:	Suggested Activities
	After reading a story, provide the students with a number of predictions that could have been made during the reading. List several clues that might support each prediction. Ask students to choose the best clue. In a longer passage, ask students to read one section silently and then predict what they think will be the outcome. Students should be prepared to support their predictions from the reading. Students are then allowed to continue reading and discover the outcome the author provides. Discussion following the reading could include why the author chose the outcome in the story and other reasonable possibilities.
DRAW CONCLUSIONS	Provide the students with several statements of fact and ask them to draw a conclusion. For example: Drinking coffee keeps me awake. This evening I drank four cups of coffee. Therefore, _____ . After reading a passage, provide students with statements from the passage and several possible conclusions. From Mr. Martin's actions you could conclude that he was _____ . afraid, responsible, kind, excitable, helpful From the conversation that the police had about the crime, you can conclude that _____ . a. they had a suspect in mind b. they had very few clues to help them in their investigation c. they thought the case would take a long time to solve.
COMPREHEND FIGURATIVE LANGUAGE	To aid students in comprehension it should be determined whether they have the appropriate background knowledge necessary to understand the reading. Discussing the setting of the story or clarifying unfamiliar concepts is

Skill/Concept:	Suggested Activities
	helpful. Figurative language often impedes comprehension for the ESL student. Provide the students with various exercises that will give them practice in comprehending figurative language. For example: Ask the students to choose the phrase that explains the underlined words. Susan was early for school today because Mrs. Thompson gave her a lift. a. picked Susan up in her arms b. gave Susan a ride to school c. carried Susan in her arms As students read longer passages, ask them to collect a few examples of figurative language and, by using the context, write their own definitions for each expression.
COMPREHEND IMAGERY IN PROSE AND POETRY	When introducing poetry, the teacher can read the poem aloud first for the students. Any unfamiliar words might be reviewed after the first reading. Then, ask students to read along silently as the teacher reads the poem aloud once again. Ask the students to give their interpretations of the poem. Assist them in interpreting the image described by asking questions concerning the feelings or descriptions given in the poem.
READ FOR SPECIFIC PURPOSE OR FUNCTION	Ask students to bring in want ads, menus, bus schedules, applications, and medicine bottles to practice reading for specific purposes. These items can be read through with the student and unfamiliar vocabulary and instructions clarified. Provide the students with a medicine label and have them answer specific questions concerning it. For example: How often should the medicine be taken? Do you need a prescription to take this medicine? If you take too much of the medicine what should you do? Are there any warnings on the label?

Skill/Concept:	Suggested Activities
READ FOR INFORMATION	Students often do not realize that good readers vary their speed depending on the type of reading they are doing. When locating specific information, students can be instructed to find the information quickly by scanning. Newspapers, magazines, and journals can be used for practice in this area. Ask students to locate information on long distance calling by using the phone directory. For example: What is a direct-dial call? What time of day are the rates the highest? What is meant by "initial period?" Give the students a question from a topic in one of their textbooks. Ask them to read the passage to answer a specific question.
RECREATIONAL READING	Encourage students to read for their own enjoyment. A period of time during the day set aside to read materials of their own choice might encourage some students to broaden their interest in reading.
VOCABULARY Should be nearly independent in finding meanings of new words, either from context or the use of an English dictionary	Many games enjoyed by junior high and high school students are helpful in improving vocabulary. Scavenger hunts provide opportunities for interesting vocabulary development. Besides the traditional hunts where students find objects on a list, try some new varieties. Have a photo scavenger hunt where students take pictures with polaroid cameras and bring them back to show they completed the required tasks. A comparison scavenger hunt would require students to bring back the ugliest, brightest, smallest objects. Do I Know That Person? Have one group of students list a number of facts about a person. The list is then read to the rest of the class and they must guess the name of the person. Fictionary (a dictionary game). One person chooses a word that the other players do not know and copies the definition on a sheet of paper. The other players create a definition for the same word. Collect the papers and read the

Skill/Concept:	Suggested Activities
	definitions aloud. (Make sure each player's name is on his or her paper). Players vote for the definition they think is the correct one. A player receives one point if he or she votes for the correct definition; if someone thinks an incorrect definition is correct, the author of the incorrect definition also receives a point. If no one votes for the correct answer, the person choosing the word receives five points.

WRITING

Skill: Writing

Level: Pre-Writing

Skill/Concept:	Suggested Activities
PENMANSHIP/HANDWRITING	Alphabet and penmanship charts used in the primary grades may be appropriate materials to use with students unfamiliar with the Roman alphabet. It is best, however, to avoid materials which are "cute" or too elementary. Older students sometimes find these material offensive and feel that they are being treated childishly.
COPYING	Initial writing activities might include copying. Use words students have already learned in initial reading. Have students copy their names or other identification items. Try to provide students with materials that they would like to have copied: a favorite poem; perhaps part of a familiar story; names, addresses and telephone numbers of friends. Provide students with a sentence; underline one word. Have students copy the sentence several times, substituting a new word for the underline word each time.
BEGINNING CREATIVE EXPRESSION	Have each student dictate a sentence which the teacher writes on a long strip of paper. After the student has read the sentence, cut off each word and mix the pieces. Have the student put the pieces in proper sequence. On 3 x 5 cards or slips of paper, prepare words that the students are familiar with. Students can build their own sentences without worrying about penmanship. Provide blank cards and be prepared to write additional words that students may ask for in order to complete their sentence.

Skill: Writing

Level: Beginning

Skill/Concept:	Suggested Activities
SPELLING	Although vocabulary lists and weekly spelling quizzes may be helpful, it is probably best to teach spelling (like vocabulary) in context. When students are presented with new words, potential spelling difficulties should be pointed out and noted. New words can be compared to old words which have similar spelling patterns.
MECHANICS	
CAPITALIZATION At the beginning of sentences For proper nouns	Provide students with sentences or short paragraphs in which all capitalization has been removed. Students must provide capital letters in the appropriate places. Students could then be asked to copy the corrected sentences or paragraphs.
PUNCTUATION Period At the end of sentence After abbreviation Comma Question Mark Indentation at the beginning of a paragraph	Provide students with sentences or short paragraphs in which all punctuation has been removed. Let students work together in groups to decide where punctuation is needed and what type of punctuation is appropriate. Then, let students rewrite the paragraph making all necessary corrections, including the appropriate indentation at the beginning of the paragraph.
SENTENCES Word order for: Simple sentences Affirmative sentences Negative sentences Interrogative sentences Imperative sentences	Bring familiar items into the classroom. Discuss appropriate and related vocabulary. Then ask students to generate sentences about the item. A tennis racket, for example, might be used to stimulate discussion about verbs such as swing, hit, run, and bounce. Other words such as ball, net, court, and points could also be reviewed. Write sentences on the board or show them on an overhead projector and discuss appropriateness, vocabulary, and word order.

Skill/Concept:	Suggested Activities
	Using other items, let students prepare their own sentences. Allow students to read their own sentences aloud to the class. Using sentences appropriate for the student's level, write each word of a sentence on an index card. Shuffle the cards and let students arrange them in logical order. Some sets of cards may provide more than one possibility. For example, MARY CAN READ AND WRITE could also be arranged to read CAN MARY READ AND WRITE? Provide the students with the beginnini of several questions and allow the students to complete them. For example: Do you remember _____ ? How old _____ ? Isn't that a _____ ? Why does she _____ ? When can I _____ ?
	Provide several "answers" for which students will write questions. For example: Columbus is the capital of Ohio. Eggs cost $1 a dozen. I live in France. I have two brothers and two sisters. Italy is in Europe.
SENTENCES Agreement of subject and verb	Provide students with sentences or a short paragraph like the following: May father always says that a penny saved is a penny earned. That is why he is very careful about the way he spends his money. He has a savings account at the bank and makes a deposit each month. Then, ask the students to change the word "father" to "parents" and to make the necessary changes in the paragraph.
Compound sentences with <u>and</u> and <u>but</u>	Provide students with clusters of short "kernel" sentences. Ask students to combine all of the sentences in one cluster into one single sentence. For example:

Skill/Concept:	Suggested Activities
	The car is shiny. The car is red. can be combined to read "The car is red and shiny." The car is old. The car is shiny. might be combined into "The car is old but shiny." Clusters of sentences become larger and more complex as students increase their skills. The car is red. The car is shiny. The car stops. The stop is sudden. might become "The shiny red car stops suddenly."
CONTROLLED PARAGRAPHS	Provide students with a set of questions. Students then answer the questions, writing their answers in paragraph form. For example: Do you like parties? On what occasion do you have parties in your home? Do you have music? Do you dance? What do you eat and drink? When is the next party?
FREE WRITING	Provide the students with the beginning of a short story. Students may finish it however they wish. For example: I usually do the same things every day. I get up at . . . Tomorrow I'm going to do something different. I'm going to . . .

Skill: Writing

Level: Intermediate

Skill/Concept:	Suggested Activities
HANDWRITING	This area may still require continued practice. See the suggestions offered at the pre-writing level.
SPELLING Including syllabication	Like other aspects of spelling, syllabication is probably best taught with words as they appear in context and perhaps in conjunction with other skills, such as dictionary usage.
MECHANICS Capitalization Punctuation In addition to the beginning level: Semicolon Hyphen Apostrophe	On the board or overhead projector, display a passage in which all marks of punctuation have been omitted. Ask a volunteer to read the passage aloud and to pause where appropriate. Allow members of the class to indicate points where punctuation is necessary and the kind of punctuation needed. Point out examples where the writer could use the semicolon to separate two independent clauses as opposed to making them two separate sentences.
SENTENCES Compound sentences Complex sentences	Take examples from the students' own writing to show how short sentences can often be combined into larger ones. Identify sentences in students' work which could be combined and allow students to rewrite them. There are also commercial publications available which provide practice in sentence combining. Generally, they begin with easy exercises and become progressively more difficult. While helpful for teaching writing in English, they are usually intended for the native speaker. Consequently, the vocabulary is sometimes difficult for students studying English as a second language. Nevertheless, the books merit consideration and many exercises are perfectly appropriate.

Skill/Concept:	Suggested Activities
PARAGRAPHS Introductory/topic sentences	Select sample paragraphs from a student reader. Show students how the first sentence in a paragraph is often an introduction of the ideas that follow in the rest of the paragraph. Copy the sentences of a paragraph, writing only one sentence each on a set of index cards. Shuffle the cards and ask the students to arrange them with the topic sentence coming first. Are there other possibilities? Sometimes the topic sentence does come at the end of a paragraph. Ask them to arrange the other sentences in some kind of logical order. Details may be arranged in chronological order, order of importance (most important to least important or vice versa) special order, etc.
DESCRIPTIVE PARAGRAPHS	Show students a picture. It may be a slide shown on a projector, an advertisement from a magazine, a poster, etc. Discuss the picture and related vocabulary. As a group, develop a topic sentence for a paragraph based on the ideas suggested by the picture. Allow the students to complete the paragraph individually. Have each student bring in a picture or photograph and allow students time to write a short paragraph in class. Collect the pictures and display them around the classroom. Ask for volunteers to read their descriptions while classmates try to match the descriptions to the appropriate picture.
HOW-TO PARAGRAPHS	Ask students "What's your favorite food?" and allow them to respond orally. If their choice is something unusual you may want them to describe the food in detail. Then ask students to write the recipe so that someone else might follow it. You may want to provide them with such useful words and phrases as "first," "next," "then," "at the same time," "meanwhile," and "finally."
NARRATIVE PARAGRAPHS	Using a filmstrip, movie, video, or even a favorite T.V. program which students generally

Skill/Concept:	Suggested Activities
	watch and discuss the next day at school, help the students write a paragraph. Ask them to tell you what happened. You may wish to provide a model by writing a group paragraph on the board. Allow students to discuss sentences and then come to a group consensus before adding each sentence to the paragraph.
PARAPHRASING	Select a passage from a subject content textbook. Review any particularly difficult vocabulary and then ask students to rewrite the passage in their own words.
LETTERS Friendly letters Including appropriate punctuation and format	Provide the students with an example of the format for this type of letter. Point out the location of the various parts of the letter and provide students with the vocabulary to identify them: date, greeting, body, closing, signature. Allow students to write to anyone else in the classroom, including the teacher. Deliver the mail. Students may wish to answer the mail with another letter.
FREE WRITING	Everyone seems to have at least one neighbor who is unusual in some way. The neighbor may be one person or an entire family. It may be someone who lives near the student now or someone the student knew in the past. Invite the students, without mentioning any names, to talk about their unusual neighbor. Encourage them to think of specific things that make this person unique. Finally, have them write at least one paragraph about this unusual or interesting person.

Skill: Writing

Level: Advanced

Skill/Concept:	Suggested Activities
SPELLING	Like vocabulary development, spelling skills are constantly being developed. It is most practical to the student when spelling is presented with new vocabulary words as they are encountered in context.
MECHANICS In addition to those of the previous levels: Quotation marks in direct speech for title of articles, short stories, poems Underlining for titles of books, magazines Dash Colon	Assignments such as the ones in earlier levels where students were provided with passages in which all punctuation marks had been omitted are still appropriate for this level. As the number of punctuation marks increases, these exercises quickly become more difficult and, unless selected carefully, can become almost impossible. Another method of practicing mechanical skills is to present short dictations using material appropriate to the skills being developed. After the dictation, the teacher may display the correct sentences on the board or overhead projector. Or, if the passage has been taken from a student text, students may open their books and check their own work.
SENTENCES	Sentence combining typed exercises are still appropriate here; however, the emphasis should be on longer prose writing. At this point, students should generally have mastered essential sentence patterns.
PARAGRAPHS COMPARE/CONTRAST PARAGRAPHS	Discuss the variety of linking and connecting words and phrases that might be used in such a paragraph: "on the one hand . . . on the other hand," "however," ". . . is similar to . . .," and ". . . is like . . . in that . . ." Then, select two popular songs that you would like the students to compare and contrast and prepare copies of the words. Distribute the

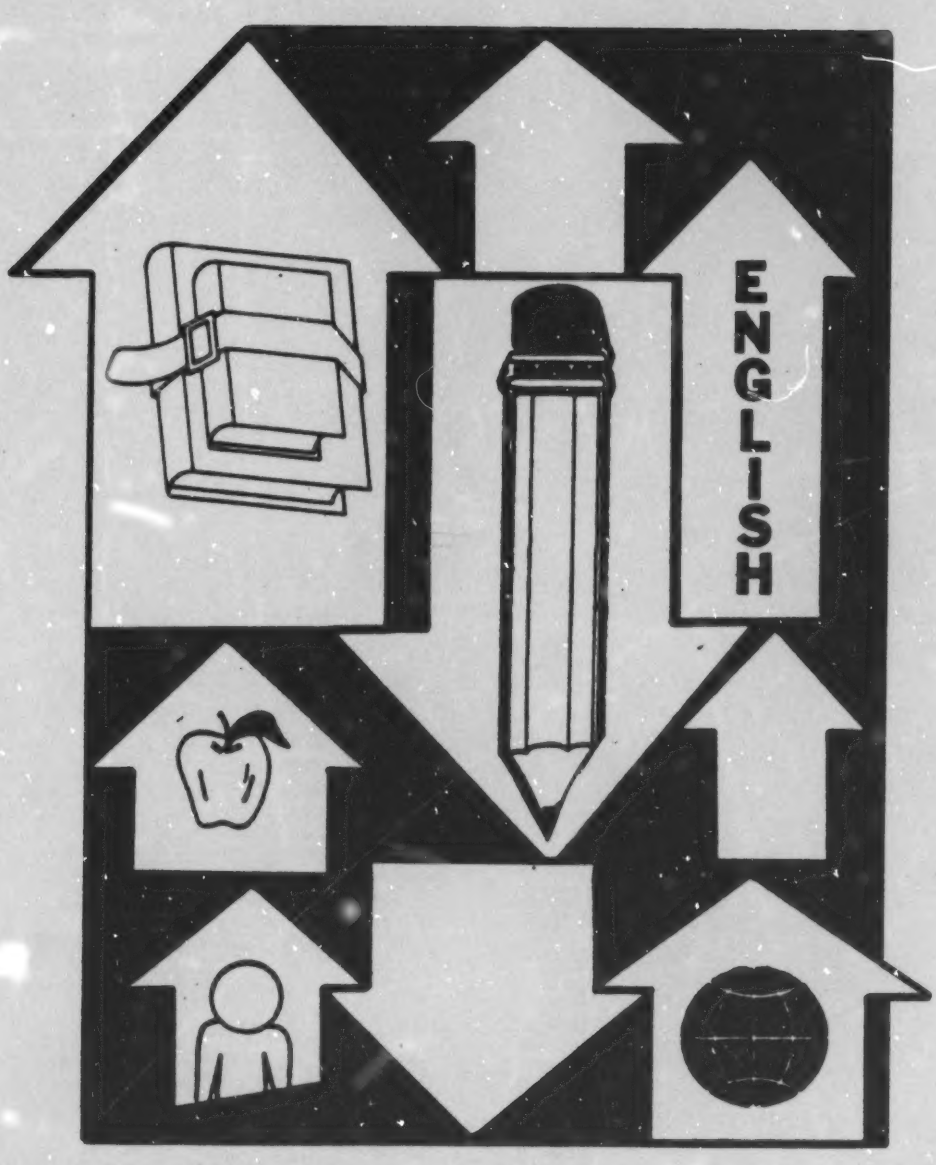
Skill/Concept:	Suggested Activities
	words and discuss any potentially difficult vocabulary words or idioms. Listen to the songs and discuss the main idea of each. Using the board or overhead projector, make a list of all the similarities and differences between the two songs. Ask for possible topic sentences, but allow the students to write the actual paragraph themselves. Ask for volunteers to share their paragraphs aloud with the rest of the class.
PARAGRAPH OF DEFINITION	Explain that, in this type of paragraph, the writer presents a personal definition of a subject or perhaps a specific, narrow, or even unusual interpretation of a common word. The type of definition presented here is not like the definition found in a dictionary. Ask students to define some abstract nouns such as love, freedom, beauty, art, and they will quickly understand the type of definition we are talking about. Then ask the students to describe some of the unusual American idioms or perhaps slang expressions that they have heard. "I aced the test." "Let's catch some rays." "She's an airhead." Let students select one and write a paragraph in which they attempt to define the idiom or slang expression.
CAUSE/EFFECT PARAGRAPH	Begin by suggesting some of the linking expressions and connectives that may be helpful in this kind of paragraph: ". . . is due to . . .," "as a result of . . .," "consequently," "because of . . .," and "therefore." As a pre-writing activity, provide students with some sentences like the following which students must complete with either cause or effect as appropriate. Martha cannot see without her glasses. Consequently _____ . I didn't study for the biology test. Therefore, _____ . _____ . That's why I came home late. _____ . As a result, she won first prize.

Skill/Concept:	Suggested Activities
	Then, ask students to generate a list of topics which might require this type of paragraph. Write the list on the board of overhead and let students select topics which most appeal to them.
DESCRIPTIVE PARAGRAPHS	This type of paragraph is one which students will often need to use in writing short answers to text questions. For example, "Briefly explain the main reason for the outbreak of the Civil War." Like other types of paragraphs, it requires a topic sentence and supporting details. Try to find examples from subject content texts which students are currently using.
DEFENDING A POINT OF VIEW	This type of paragraph is similar to others the students have already studied in that it requires a topic sentence and supporting details. Here, however, the topic sentence expresses a point of view and the supporting sentences provide examples and details which defend it. Any of the topics suggested for discussion in listening/speaking for the advanced level — or other topics of student interest — would be suitable for this assignment. Students may be particularly interested in issues within the school: Girls should be allowed to play on the boys' football team. Gym classes should be co-ed. Students should attend classes 12 months a year.
LETTERS Business letters, including appropriate form, punctuation, format for addressing the envelope.	Check the textbooks used in the "standard" English courses taught in your school, since this topic is one that is generally presented in most English texts. Provide students with the vocabulary to discuss the parts of the letter: inside address, greeting, closing, etc. Since there are several acceptable forms that are currently in use, it is probably easier for the students if only one is presented at this time. Invite students to compose letters that they will actually send. These might include letters to manufacturers requesting information, to college admission offices requesting catalogues, or to the editor of the local or

Skill/Concept:	Suggested Activities
	school newspaper. After they have been evaluated for content, form, etc., distribute envelopes and help students address them. Encourage students to mail the letters and to bring any responses they receive in to class to share with their classmates.
BOOK REPORT	Although this kind of assignment is very common in most secondary programs, students are often bewildered by it. One way to help students through the writing assignment is by providing a series of questions which the students can answer in paragraph form. Another alternative is to outline briefly the main idea that the report should include. For example: In a brief paragraph, tell the setting of the story — that is, when the story took place and where it took place. Summarize in several short paragraphs the main action of the story. Name the most important characters in the story and, in a sentence for each, identify and describe them. In a short paragraph, relate in your own words one of the incidents in the story which you enjoyed the most. Briefly explain your feelings about the book and explain the reasons for your feelings.
THE ESSAY	The types of paragraphs used in writing essays have been presented to the students by this time. Nevertheless, they may be overwhelmed when given such an assignment. It is helpful, then, to provide guidelines for writing such a composition. Teachers might, for example, suggest that the essay be limited to five paragraphs at first: an introductory paragraph, a concluding paragraph, and three main ideas developed in the body of the essay. One way to introduce essay writing is to use a model paragraph to show how the ideas in it can be expanded into an essay.

Skill/Concept:	Suggested Activities
	First, identify the topic sentence of the model and expand it into several sentences and form the introductory paragraph. Then, each of the supporting sentences in the original model paragraph can be expanded into one paragraph each. Finally, since not every paragraph has a concluding sentence, it may be necessary to create a concluding paragraph which either draws a conclusion or summarizes the main points of the essay. Ask students to select one of the paragraphs they have written and try expanding the ideas there into a short, five-paragraph essay.
FREE WRITING	Collect the following (or similar) set of everyday objects: set of keys on a ring, matchbook, scrap of paper with a telephone number or sequence of numbers, coins, and paper clip. Display the items on a table or desk and allow the students one minute to examine the items. After 60 seconds, ask them to return to their desks and list as many items as they can remember. When they have completed their lists, review the items together. Then, tell the students that the items were found in the pocket of a known spy when he (or she) was arrested. Encourage the students to use their imaginations by asking such questions as: What are the keys for? Whose telephone number is on the paper? Are the numbers a secret code or the combination to the safe? Where are the matches from and how did the spy get them? Students are free to write whatever story the items suggest to them.

GRAMMAR



Skill: Grammar

Level: Beginning

Skill/Concept:	Suggested Activities
SUBJECT PRONOUNS Singular I you he she it Plural we you they	Point to yourself to demonstrate the pronoun, I. Then, point to one student to demonstrate you. While speaking directly the class, point at one male student to demonstrate he and then to a female student to demonstrate she. Indicate various objects in the classroom to demonstrate it. Use a sweeping hand gesture to circle all the students in the classroom to indicate we. Looking at the students in one part of the classroom, point to the other students to indicate they. Using gestures described above, point to individuals (including yourself) and let students respond with subject pronouns as appropriate.
TO BE Singular am are is Affirmative	Gather up several classroom items, hold them up individually and say: This is a book. This is a pencil. This is a map. Repeat several times and then ask: Is this a book? and answer Yes, it is. Continue this same procedure for each item. Then, invite the students to answer the same questions. You ask: Is this a book? and the students respond. Once students seem to be familiar with this response, ask: What's this? and answer: It's a book.

Skill/Concept:	Suggested Activities
	Again, repeat several times and then, once students seem to be familiar with the response, invite them to answer the same questions. Now, hold up the pen or the map and ask: Is this a book? and answer: No, it isn't.
Negative isn't	
	Continue with each of the items, repeating until students seem to understand. Then, holding the pen, ask the students: Is this a book? This time students should respond negatively. Next time, use students' names. For example: Is this Mary? Yes, it is. No, it isn't. Is this Joe? Then, continue with statements and questions like these: This is Jacqueline. She's a student. This is Mr. Parker. He's a teacher. Is Jacqueline a student? Yes, she is.
Contractions I'm you're he's she's it's	Is Mr. Parker a student? No, he isn't. Are you a teacher? No, I'm not. or Yes, I am.
Yes/No Questions	Illustrate the differences in word order for statements and questions by writing sentences like the following on the board: She is a student. Is she a student?

Skill/Concept:	Suggested Activities
	Circle the verb in each sentence so that students can see the change in position.
Plural are	Use a procedure similar to the one used for singular forms. This time, hold up two or more books, pens, maps, etc. Make statements and ask questions like these: These are books. Are these books? Yes, they are. No, they aren't.
Negative aren't	
Contractions we're you're they're	Are we students? Yes, we are. Are they students? Are you students?
ARTICLES Indefinite	Hold up several classroom objects which begin with a consonant and ask: What is this? It's a . . .
a, an	Then, hold up items such as an apple, orange or umbrella and again ask: What is this? It's an . . .
	Give nouns and ask students to repeat them and provide the appropriate indefinite article. book — a book ice cream cone — an ice cream cone
Definite the	Point out to students that a or an should be used when talking about one of a group of persons or things but the in talking about more specific persons or things. John is a student. I am the teacher. Use other examples such as "a window" but "the door."

Skill/Concept:	Suggested Activities
NOUN PLURALS Regular	Prepare a list of singular nouns taken from other lessons students have already studied or from familiar classroom terms and vocabulary. Be sure to include examples from each of these groups: Nouns that form the plural by adding -s. Nouns that form the plural by adding -es. Nouns that form the plural by changing -y to -i and adding -es. After students have given the plurals, have them divide the list into three groups.
Irregular	Prepare a selected list of irregular nouns such as: woman — women man — men child — children After the students are familiar with the plural forms, erase the list or have the students cover their lists. Give the singular and ask students to respond with the plural and vice versa.
PRESENT TENSE Regular Verbs Affirmative	Begin by quickly reviewing subject pronouns. Then, select a verb and demonstrate for each pronoun: I drink coffee. You drink coffee. He drinks coffee. She drinks coffee. We drink coffee. You drink coffee. They drink coffee. Repeat using another verb. Next give the subject pronoun as a cue and ask students to respond with the appropriate verb form: they — eat she — eats we — eat Be sure that the students are pronouning the -s ending for the third person singular. (You may want to delay teaching rules for spelling changes for this form until students are familiar

Skill/Concept:	Suggested Activities
	with the -s ending in oral practice. Point out, however, the irregularity of go—goes, and do—does.)
Interrogative	To show the use of the auxiliary do, write sentences on the board and add the auxiliary to each. You play soccer. They play soccer. He plays soccer. Do you play soccer? Do they play soccer? Does he play soccer? Give a statement and have students respond by changing it to a question. Rob and Neil like spaghetti. Do Rob and Neil like spaghetti? After students are familiar with the transformation from statement to question, write a question and affirmative and negative responses on the board. Do you watch T.V.? Yes, I do. No, I don't. Do your friends watch T.V.? Yes, they do. No, they don't. Ask students questions about themselves and their daily routine. Do you walk to school? Do you take a bus? Do you like tennis? Do you study every night? Do you speak Italian?
Negative	Present a sequence of negative sentences: I don't like hamburgers. You don't like hamburgers.

Skill/Concept:	Suggested Activities
	He doesn't like hamburgers. She doesn't like hamburgers. We don't like hamburgers. You don't like hamburgers. They don't like hamburgers.
	Point out that don't and doesn't are contractions of do and does plus not.
	Provide affirmative sentences and ask students to make them negative.
IRREGULAR VERBS to go to have	Students are probably already familiar with the third person singular of these verbs. Point out appropriate spelling of goes and has.
	Present spelling rules for adding the -s ending. most verbs — add -s verbs ending in -sh, -ch, -s, -x, —add -es verbs ending in -y, change the y to i — add es.
ADJECTIVES	A color wheel or other color samples may be helpful in teaching this vocabulary: black, blue, green, orange, red, white, yellow
	Other adjectives suggested here may be taught in pairs of opposites: big, small long, short expensive, cheap beautiful, ugly good, bad young, old
	To demonstrate the placement of these adjectives, hold up an item and ask: What's this?

Skill/Concept:	Suggested Activities
	Students must respond with an appropriate adjective: It's a blue pencil. It's an old pencil. It's a short pencil. Ask students to describe other items in the classroom.
PREPOSITIONS	Bring a large cardboard box to class and place it on a table where students can see it. Place an item inside the box and say: The pen is in the box. The box is on the table. Place other items beside the box, under the box, near the box, etc. Once students are familiar with these prepositions, try this actively. Instruct the students to draw a house in the center of a blank sheet of paper. Then, tell them to draw a mountain behind the house. Next, draw a tree beside the house. Then, draw a cat under the tree. Continue using other items and prepositions as practiced above. After students have completed the assignment, have them compare their drawings to see that all the items are in the correct locations. If students seem to have had difficulty, you may want to reread the directions while one student draws the different items on the board.
PRESENT TENSE Tag Questions Affirmative Negative	Kathy is a doctor, isn't she? Ted plays tennis, doesn't he? Carmen isn't the president, is she? You don't eat spinach, do you? Point out to students that affirmative statements have a negative tag and vice versa. Also, have them note the use of "be" and "do." Intonation is especially important with these kinds of questions. As a general rule, when the

Skill/Concept:	Suggested Activities
	speaker isn't sure that the information is true, the question ends with a rising intonation. Mr. Jones isn't here, is he? When the speaker wants the listener to confirm what has been said, a falling intonation is used. You did break the window, didn't you? Have students prepare a short list of tag questions that they would like to ask other members of the class. Select one student to ask another student a question. After the second has answered, that student asks a question of a third student, etc. Continue until everyone has had a chance to ask and answer a question. Listen for intonation.
PRESENT CONTINUOUS TENSE be + verb + ing Affirmative Negative Contractions	Provide students with old magazines or have them bring them from home if possible. Have students cut out pictures of people and then explain what the people are doing: She's talking on the phone. He's painting the house. They're washing the dog. You may also want to have students write sentences about their pictures.
Interrogative	Prepare a list of various actions which students can pantomime. Invite one student to perform an action while the others guess what the first student is doing: He is running. She is walking upstairs. She is playing basketball. He is reading a newspaper. Or, students could ask questions about the actions: Is he playing baseball? Is he climbing a ladder? Is he eating soup? Is he dancing? Is he painting a fence?

Skill/Concept:	Suggested Activities
	Students would have to answer negatively until the questioner describes the appropriate action.
DEMONSTRATIVE ADJECTIVES Singular this that Plural these those	Using familiar classroom objects, demonstrate that this is used with things nearby, and that with things at a distance. this desk that desk this book that book Use the same technique to demonstrate plural forms. Many students may not immediately hear the difference between the sound of this and these. Ask students to hold up one finger when they hear this and two when they hear these. Say the words several times while students indicate the appropriate signal.
DEMONSTRATIVE PRONOUNS Singular this that Plural these those	Once students understand the near and distant concepts of demonstrative adjectives, the transition to demonstrative pronouns should be fairly easy. Present examples such as: This pen is red. This is red. That boy is Charlie. That is Charlie. Those roses are beautiful. Those are beautiful. Have students hold up objects and make statements about them. This is a book. Those books are blue.

Skill/Concept:	Suggested Activities
DIRECT OBJECTS	Begin by listing subject pronouns on the chalkboard. Then, add a series of simple sentences which clearly show the object.
DIRECT OBJECT PRONOUNS me you him her it us you them	Jack opens the window. I see Patricia. Demonstrate how the direct object can be replaced by an object pronoun. Jack opens <u>it</u>. I see <u>her</u>.
FUTURE WITH "GOING TO"	Addressing the first students, say "After school, I'm going to go swimming. What are you going to do?" The student should respond "I'm going to . . ." and then ask the next student, "What are you going to do?" Continue until each student has had an opportunity to respond. Then ask, "What is she going to do?" "What are you going to do?" "What am I going to do?" (It may be helpful to explain to the students that, in conversation, "going to" oftens sounds like "gonna.")
EXPRESSIONS WITH <u>THERE</u> <u>IS</u> AND <u>THERE ARE</u> Affirmative there is there are	Assemble a collection of related items (food items are used in the examples below) and place them where students can see them. Introduce the items with sentences like these: <u>There</u> <u>is</u> a knife on the table.

Skill/Concept:	Suggested Activities
	There is a glass of milk on the table. There are three cookies on the table. There are two napkins on the table.
Interrogative is there? are there?	Ask students to make statements about the items. Then ask: Is there a glass of milk on the table? And respond: Yes, there is.
	Once students understand the pattern, ask them other questions which they can answer affirmatively about the items on the table.
Negative	Then, ask questions which can be answered negatively.
there is not there are not	Is there a can of soda on the table? No, there is not. (No, there isn't)
Contractions there isn't there aren't	Explain the formation of the negative contraction and the fact that, except for very formal situations, speakers of American English rarely use the form there is not / there are not. Generally the contractions there isn't and there aren't are used.
POSSESSIVE ADJECTIVES Singular my your his her Plural our their	Present sentences similar to the following: I have a car. It's my car. You have a car. It's your car. He has a car. It's his car. She has a car. It's her car. We have a car. It's our car. You have a car. It's your car. They have a car. It's their car.
	Ask students to complete sentences like the following: They wash _____ car. I help _____ friends. She plays with _____ brother.
	Invite students to make statements about things they own or about classroom items they have at hand.

Skill/Concept:	Suggested Activities
	This is my pen. This is your notebook. This is our classroom.
POSSESSIVE PRONOUNS Singular mine yours his hers Plural ours yours theirs	Begin by comparing the possessive adjectives to the possessive pronouns, using sentences like the following: It's my car. It's mine. It's your car. It's yours. It's his car. It's his. It's her car. It's hers. It's our car. It's ours. It's your car. It's yours. It's their car. It's theirs.
	Give students sentences with possessive adjectives and ask them to change them using possessive pronouns. This is my radio. This is mine. That is their dog. That is theirs.
	Ask affirmative and negative questions: Is this your test paper with 100%? Yes, it's mine. Is that her book bag? No, it isn't hers.
POSSESSIVES OF NOUNS Singular nouns 's	Present sentences similar to the following: John drives a black car. This is his car. This is John's car. Alice is my friend. This is her biology book. This is my friend's book.
	Have students borrow objects from each other and make statements about the objects. This is Carmen's pen. This is Andy's desk. These are Mary's pencils.

Skill/Concept:	Suggested Activities
	Ask questions: What's your brother's name? What's your sister's name? What's your friend's name? What's your English teacher's name? What's your school's name?
Plural nouns s'	Then, explain the differences between these two sentences: It is my friend's house. It is my friends' house. Ask questions: What are your sisters' names? What are your brothers' names? What are your friends' names?
QUESTION WORD PATTERNS How	How old is . . .? How old are . . .? How much is . . .? How much are . . .? (Questions with how much/how many are treated in detail in the intermediate level under the topic EXPRESSIONS OF QUANTITY.) Questions asking "How old are you?" "How old is she?" "How much is the textbook?" could be taught as soon as students have learned enough numbers to respond. Ask "how much" questions about items that the students will be familiar with: How much is a hamburger in the cafeteria? How much are french fries? How much is a milk shake?
Whose	Questions with whose could be taught in conjunction with or shortly after lessons on possessive adjectives, possessive pronouns, or possessives of nouns. Whose coat is this? Whose books are these?

Skill/Concept:	Suggested Activities
	These kinds of questions are naturally followed with possessives: mine, my friend's, Tom's
Why	Explain that why asks the reason for, the purpose for, or the cause of something. In conversation, it is often answered with because. I'm going to study tonight. Why? Because I have a test tomorrow. I can't go to the movie. Why not? Because I have to study tonight. Also, point out the importance of intonation in asking why? and why not? Why are you studying English? Why do you ride a bicycle to school? Why do you listen to the radio?
QUESTION WORD PATTERNS What Who Where When	Explain the type of information asked for by each of the four words: what — things who — people where — location when — time Prepare a list of questions using all four wh-words. List students' answers in four columns on the board. After you have several answers in each list, point out how the information in any one column is not appropriate for answering other questions. Who is studying chemistry? Irma What is Irma studying? chemistry Where is Irma studying? In the library When is Irma studying? At 1:30

Skill/Concept:	Suggested Activities
	Ask students to prepare several wh- questions that they would like to ask other members of the class. To make the questions more interesting, tell students that they can ask anything and that the other students must answer. However, students do not have to answer truthfully.
IMPERATIVES Affirmative	Give several simple commands with gestures and ask a student to perform each: Close your book. Stand up. Go to the blackboard. Write your name. Sit down.
Negative	Write the affirmative commands on the board. Then, make each negative by writing Don't before it. Give students affirmative commands and ask them to respond with the negative.
Polite Requests	Write Please before each of the commands used earlier: Please close your book. Explain the difference between commands such as "Close the window" and polite requests such as "Please close the window."
ADVERBS OF MANNER	Introduce these adverbs with sentences similar to these: Jack is a good driver. He drives well. Jack is a poor driver. He drives poorly. Jack is a slow driver. He drives slowly. Jack is a careful driver. He drives carefully. Present other sentences following the first pattern above. Ask students to supply the second sentence.

Skill/Concept:	Suggested Activities
COMPOUND SENTENCES WITH BUT AND AND	Explain that compound sentences contain two or more independent clauses and are often connected by but or and. Demonstrate on the board how two sentences can be combined. For example: I like baseball. I like basketball. I like baseball, and I like basketball. I like baseball. I don't like tennis. I like baseball, but I don't like tennis. Point out that but is used to contrast two ideas; and is used to connect two ideas. To check students' understanding of these two conjunctions, have them complete sentences similar to the following: Her hat is new, _____ it looks old. I like ice cream, _____ my brother does too. Joe likes soccer, _____ Janice doesn't. Have students prepare a list of things they like and don't like. Then, have them prepare compound sentences with but to contrast ideas.
PAST TENSE to be Affirmative	Use a calendar to demonstrate the meaning of yesterday, last week, and last month. Present a series of sentences: Today I am in class. Yesterday I was in class. Today you are in class. Last week you were in class. Today she is in class. Last month she was in class. Ask students to make up sentences about where they were yesterday or ask them questions similar to these: Were you in class yesterday?

Skill/Concept:	Suggested Activities
	Was the teacher in class yesterday? Were you at the movies last week? Were your friends with you? Were you at home last night?
Negative	Present negative sentences and point out the contractions wasn't and weren't. Today Columbus is sunny. Yesterday Columbus wasn't sunny. Jim was in the park last week. Jim wasn't in the park last week. Ask questions about last week's weather. Was it nice last Wednesday? Was it cloudy last Friday? Was it rainy last Monday? Was it snowy last weekend?
Interrogative Yes/No Questions	Write a statement and corresponding question on the board; use arrows to show the subject and verb change positions when the statement is transformed into a question. The Browns are at the airport yesterday. Were the Browns at the airport yesterday? Then, add possible responses: Yes, they were. No, they weren't. Ann was at the bank yesterday. Was Ann at the bank yesterday? Yes, she was. No, she wasn't.
Tag Questions	The Browns were at the airport yesterday, weren't they? The Browns weren't at the airport yesterday, were they? Ann was at the bank, yesterday, wasn't she? Ann wasn't at the bank yesterday, was she?

Skill: Grammar

Level: Intermediate

Skill/Concept:	Suggested Activities
PAST TENSE Regular Verbs Affirmative Sentences	Point out that, for most verbs, the past tense is formed by adding -ed. If the verb ends in -y, the "y" changes to "i" before the -ed is added. If it ends in -e, then simply add -d. Present selected verbs and ask the students to write sentences. Read a sentence in present tense and ask the students to repeat the sentence, changing it to past tense. Sam paints his car. Sam painted his car. Mom cooks dinner. Mom cooked dinner.
Negative Sentences	Using the same sentences used above, have the students repeat them, this time making them negative. Sam didn't paint his car. Mom didn't cook dinner.
Irregular Verbs	Present a list of selected irregular verbs in present and past tense. go — went teach — taught get — got put — put Read the present tense form and ask the students to respond with the past. Ask students to write sentences using the past tense forms.
Yes/No Questions	Present several examples of past tense yes/no questions. Point out the use of did. Did you go to a movie last night? Yes, I did. No, I didn't.

Skill/Concept:	Suggested Activities
Information Questions	Invite some students to write yes/no questions on the board. Invite others to write answers. Where did you work last year? Why did you quit your job? How much did you make at your old job? Present several examples of past tense information questions. Then, write the words, "why, where, when, who, what, how much" on the board and have students write information questions for each. Encourage them to be original and creative in their questions. Allow students to trade questions with each other and then answer each of the other student's questions.
Tag Questions Affirmative Statements Negative Statements	Point out to students that past tense tag questions follow the same pattern as tag questions in the present tense except that "do" and "does" in present both change to "did" in the past. Mrs. Thompson works at the hospital, doesn't she? Mrs. Thompson worked at the hospital last year, didn't she? To practice, have the students write several sentences about their academic classes. We had a test in math last week, didn't we? We didn't have homework in English last night, did we? Be sure to reemphasize the importance of intonation with tag questions. Make a general statement similar to the following: I went on a vacation last year. Students can inquire about the details, but may use only tag questions.

Skill/Concept:	Suggested Activities
Interrogative	You went to Europe, didn't you? You didn't go by boat, did you? You're going again this year, aren't you?
REFLEXIVE PRONOUNS myself yourself himself herself ourselves yourselves themselves Used for emphasis	He cut himself while shaving. She blamed herself for the accident. The children amused themselves. Ann opened the door herself. The king himself gave her the prize. We painted the house ourselves. A mirror might be a helpful prop to use with the first group of sentences. Students could generate sentences such as "He is looking at himself in the mirror." "We are looking at ourselves." To illustrate emphasizing, you might ask questions such as "Did your friends help you with your homework?" in hopes of eliciting responses such as "No, I did it myself."
INDIRECT OBJECTS	Begin by listing the subject pronouns on the board. Then provide sample sentences with the indirect objects.
INDIRECT OBJECT PRONOUNS me you him her it us you them	She gave her picture to Bob. She gave it to Bob. She gave it to him. After you have demonstrated how these nouns can be replaced by pronouns, invite students to the board in pairs. The first student should write a sentence with nouns which the second student will replace with pronouns. Point out the patterns in the following set of sentences. She gave Bob her picture. She gave her picture to Bob. She gave it to him.

Skill/Concept:	Suggested Activities
	Distribute various classroom items to students. Then ask, "What did I just do?" Possible responses might be: You gave Bill two books. You gave Louise the red pen. You gave the chalk to Fredrick. Have the students write a few of these sentences and then replace the appropriate nouns with pronouns.
PAST CONTINUOUS past of be + verb + ing Affirmative	List subject pronouns in a column on the board. Have students come up and write a sentence next to each . Have them complete their sentences with . . . when the phone rang . . . when the lights went out . . . when _____ heard the explosion
Negative	or similar endings. Then, have students make the sentences negative, using "not" or using the contractions "wasn't or "weren't." I wasn't taking a shower when the phone rang.
Interrogative	Finally, ask students questions about their sentences. Was John taking a shower when the phone rang? or John was taking a shower when the phone rang, wasn't he?
FUTURE with "will" Affirmative Negative will not/won't Contractions I'll you'll he'll she'll we'll they'll	Ask students questions about their future. Will you go to the store tomorrow? What will you buy? Ask students to list their schedules for the coming week. Allow them to ask questions of each other.

Skill/Concept:	Suggested Activities
	Ask the students to imagine that it is fifteen years from now. Have them answer questions like the following: Where will you live? Will you be married? Will you have children? What kind of car will you have? Where will you work?
THE PRESENT TENSE have + past participle	Make up sentences about yourself, your students, or people they know.
Affirmative	Robert has been to Chicago.
Negative has not/hasn't have not/haven't	The principal hasn't seen the Statue of Liberty. You haven't read the book yet, have you?
Interrogative	Have students give information about themselves.
Contractions I've you've he's she's we've you've they've	I've been in this class for three months. Then, have the next student recall the activities of the previous one. He's been in this class for three months.
	Ask students questions with "Have you ever . . .?"
Regular and Irregular Past Participles	Have you ever water skied? Have you ever seen the Pacific Ocean? Have you ever been in a play? Have you ever taken dancing lessons?
	Allow students to ask questions of each other.
COUNT AND NON-COUNT NOUNS	Explain the definitions for these two categories of nouns. Then, begin two lists on the board and ask students to provide additional examples, but limiting the nouns to food items only. Count: carrots, eggs — Non-count: milk, coffee

Skill/Concept:	Suggested Activities
EXPRESSIONS OF QUANTITY how much how many some any a few a little a lot of	Have each student write down six or eight of the items above using a few, a lot of, or a little with appropriate nouns. Then, have students work in pairs, asking each other questions about their lists. Do you need any oranges? Do you need a lot of coffee? How much milk do you need?
ADVERBS OF FREQUENCY	They always get up at six. They usually get up at six. They often get up at six. They sometimes get up at six. They seldom get up at six. They never get up at six. Explain the differences in meanings of each of the above sentences. Then, ask questions suggested by these examples: Do you always do your homework? Do you usually take the bus (walk) to school? Do you sometimes watch T.V. on week nights? Do you often help your parents at home? Do you ever take your younger brother or sister with you on a date?
COMPARATIVE FORMS OF ADJECTIVES Regular	Write ". . . er than" on the board. Then, select three students of varying heights and ask them to stand under the label on the board. Offer sentences such as: Barbara is taller than Carol. Barbara is shorter than Jack. Suggest other one syllable adjectives that students might use to generate their own comparisons. Adjectives you might suggest: big, cheap, fast, small, and thin. Then, point out what happens with adjectives such as pretty, friendly, and happy when you add "-er." Provide examples of longer adjectives such as comfortable, dangerous, and powerful. Write "more/less . . . than" on the board. Encourage

Skill/Concept:	Suggested Activities
	students to create comparisons using longer adjectives.
Irregular	To explain the meaning of better in relationship to good, present a sentence like the following: A 90% on a test is a good score. but 95% is even better.
SUPERLATIVE FORMS OF ADJECTIVES Regular	Write ". . . est" on the board. Then, present a list of adjectives such as small, fast, pretty, ugly, light, and heavy. Provide sample sentences and then invite students to create superlative sentences about familiar subjects — the prettiest movie star, the fastest automobile, etc. Write most and least on the board. Present examples such as: most expensive most important least economical Allow students to deduce rules for using ". . . est" or "most/least."
Irregular	Ask students to find: The best cook in the class. Someone who is better in math than you. Someone who is good at sports. Ask students to prepare a list of: The best/worst movies, T.V. shows, actors, actresses, recording stars, athletes, etc.
COMPARISONS Using like the same as different from	Present the pattern: Subject + Verb + Comparison + Noun Peggy is like her mother. Mark is different from his brother. Point out to students that only "be" and the "sense" verbs — look, sound, feel, taste, and smell — follow this pattern.

Skill/Concept:	Suggested Activities
	Present the following situations and allow students to complete them: Mr. Cooper said something stupid. Now, he . . . Your boyfriend is very handsome. He . . . I think she has a good voice. She . . . The meal is delicious. It . . .
NOUNS USED AS ADJECTIVES	Invite students to create their own comparisons using these verbs. baseball cards paper plates opera fans To help show how nouns can be used as adjectives ask the following: What do you call an instrument used to open letters? What do you call an instrument used to rake leaves? What do you call an instrument used to open cans? What do you call a card or paper you use to mark a place in a book? What do you call someone who takes tickets? What do you call someone who robs a bank? What do you call the book with telephone numbers? What do you call a map for reading the weather? Ask students to think of other examples. Be sure to point out that the noun is always used in the singular form.
USED TO	As a verb, used to generally expresses a habitual action in the past.

Skill/Concept:	Suggested Activities
	I used to smoke cigarettes, but now I don't. If you have students from other countries, or students whose parents are from other countries, ask them about things they "used to" do. What did you used to do on weekends? Where did you used to go on weekends? Where did you used to live? Where did you used to work?
to be used to to become used to to get used to	With <u>be</u>, <u>become</u>, and <u>get</u>, it is an adjective meaning <u>accustomed</u>. He is used to living alone. You'll get used to the noise. Ask questions similar to the following: Are you used to taking a cold shower every morning? Are you used to having a big breakfast? Are you used to eating alone? Are you used to drinking coffee with milk?

Skill: Grammar

Level: Advanced

Skill/Concept:	Suggested Activities
PRESENT PERFECT CONTINUOUS (have + been + verb + ing) Affirmative Negative Interrogative	I have been working here for six years. She hasn't been sleeping well since last Sunday. How long have you been waiting for the bus?
With "for" and "since"	Ask questions which require answers in present perfect continuous. For example: How long have you been living in the United States? How long have you been studying English? How long have you been sitting in the classroom? We have been studying the present perfect continuous, haven't we? Provide sentences for the students to complete. Tom _____ a lot of time at Linda's house lately. (spend) Joe _____ since he was sixteen. (drive) I _____ English for two years. (study) Point out that "for" is used when talking about a length of amount of time (six years, two weeks, five minutes) whereas "since" is used with a specific date or exact time (since 1981, since 6:00, since last Friday).
PAST PERFECT (had + past participle) Affirmative Negative Interrogative	My little brother had eaten all the cookies by the time my mother arrived home. She had baked them before she left. She hadn't been gone more than 30 minutes when my brother found the cookies. The past perfect is used when one action happens before another. A time line on the board may make this easier for students to understand.

Skill/Concept:	Suggested Activities

X X X

my brother ate the cookies | my mother arrived home | moment of speaking

Provide students with sentences similar to the ones below to practice.

He knew how to change a tire because _____ many tires before.
She preferred to eat in the Italian restaurant because she _____ there several times in the past.
I didn't want to go see that movie with my friends because I _____ it already.

CONDITIONALS

1st Conditional
Real Conditionals
(if + present + future)

If he studies, he'll pass the test.
If he studied, he would pass the test.
If he had studied, he would have passed the test.

2nd Conditional
Present Hypothetical
(if + past + conditional)

3rd Conditional
Past Hypothetical
(if + past perfect + conditional perfect)

Write the three sentences on the board or display them on an overhead projector and label them as to the verb forms in both clauses of each sentence. Then, ask students whether each statement describes an action that is possible, unlikely, or impossible.

Provide conditional sentences for the students to complete.

If he runs fast, he'll _____ .
If she finished her homework, she _____ .
If we had read the lesson, we _____ .
_____ , I'll take an umbrella.
_____ , we would take the bus.
_____ , the teacher would have given less homework
I'll take an umbrella _____ .
We would take the bus _____ .
The teacher would have given less homework _____ .

Point out to the students that the two clauses can change places without changing meaning.

Skill/Concept:	Suggested Activities
	When the "if" clause comes first, however, the sentence requires a comma to separate the two parts. Have students write questions beginning with "What would you do if . . ." on one slip of paper and then write the answer to the question on a second. What would you do if you won the Ohio Lottery? I would take a trip around the world. What would you do if someone stole your purse? I would call the police right away. Collect the questions and shuffle; do the same with the answers. Have each student select a question and answer and then read them aloud. The more questions and answers, the better the chance for some unusual combinations. What would you do if you won the Ohio Lottery? I would call the police right away.
ACTIVE vs. PASSIVE VOICE	The player hit the ball. The ball was hit (by the player). Provide students with short sentences and ask them to change them from the active to passive or vice versa. For example, "Someone broke the window." becomes "The window was broken." To give the students practice in forming passive sentences, list some food crops that the students are familiar with on the board, and also list other items that are bought, sold, or made. Then list such verbs as buy, sell, make, produce, and grow. Finally, have the students write sentences using the various nouns and verbs on the board and include phrases of place. For example: Wheat is grown in the United States. Cars are produced in Japan. Rice has been grown in China for many years.

Skill/Concept:	Suggested Activities
FUTURE CONTINUOUS will + be + verb + ing Affirmative Negative Interrogative	They will be visiting their cousins this summer. Future continuous refers to a fairly certain event or situation in the future. Have students write true sentences about what they will be doing at specific times tomorrow. For example: At 7:00 I'll be riding the bus to school. At 12:00 I'll be eating in the cafeteria.
FUTURE PERFECT will + have + past participle	By the time I graduate I will have spent most of my life in school. They won't have finished by the time we arrive. The future perfect refers to a future event that will be completed by the time another future action takes place. Ask students to prepare questions in the present perfect which they will ask other classmates. Responses should be in the future perfect. For example: Have you studied Chapter 3 for U.S. History yet? No, but I will have studied it before the test tomorrow.
REPORTED SPEECH Statements Questions Imperatives	Michael said, "I have the book." Michael said (that) he had the book. Michael said, "Do you have the book?" Michael asked if I had the book. Michael said, "Open the window." Michael said to open the window. Make a statement and then immediately ask the question "What did I say?" Students must answer by changing to reported speech in their responses. For example, "George Washington was the first U.S. president. What did I say?" Student response: "You said that George Washington was the first president." Allow students to make statements, ask questions, or give commands and ask, "What did I say?" Let other students respond. Provide students with direct quotes and ask them to rewrite them as reported speech.

Skill/Concept:	Suggested Activities
MODAL AUXILIARIES can could may might	can — am able to could — was able to Have students tell what they can see in the classroom. I can see a desk. Ask questions about what they can't see. Can you see a tree in the classroom? Ask students about skills they have learned since childhood. Can you swim? Could you swim when you were 3 years old? Can you speak English? Could you speak English 5 years ago? may — probability might — possibility Have students state several possibilities for what they may do at some future time. What are you going to do after school? What are you going to do this weekend? What are you going to do next year?
<u>WOULD RATHER</u>	Prepare a list of questions which students can answer using "would rather." For example: Would you rather read or watch T.V.? Would you rather study chemistry or biology? Would you rather visit Chicago or New York? Would you rather be rich or poor? Would you rather have a lot of money or a lot of friends? Would you rather go out or stay at home? Would you rather cook or wash the dishes? Would you rather listen to classical music or rock and roll?

Skill/Concept:	Suggested Activities
EXPRESSIONS OF OBLIGATION should ought to have to had better must	Present a series of situations and let the students offer advice. Jane has a test tomorrow but she is watching T.V. now. She should be studying. Henry just cut himself with an electric saw. We're almost out of gas. This cake I'm eating is delicious.
RELATIVE PRONOUNS who that which	who) that) for persons which) that) for things The artist who painted the picture is famous. This is the painting that sold for a million dollars.
RELATIVE CLAUSES Essential	Essential relative clauses describe the preceding noun in such a way as to distinguish it from other nouns. This kind of clause is essential to the exact meaning of the noun. Present the students with several pairs of short sentences which can be combined with relative pronouns. For example: The man robbed you. The man has been arrested. — The man who robbed you has been arrested. The policeman has arrested a suspect. The policeman reported the robbery. — The policeman who reported the robbery has arrested a suspect. The car has been found. The car was used in the robbery. — The Car that was used in the robbery has been found.

Skill/Concept:	Suggested Activities
Non-essential	Non-essential relative clauses follow nouns which are already definite. They do not define the noun, but add something to it by providing additional information. Here are some additional sentences for the students to practice combining. Peter wanted to make a good impression on his girl friend. Peter took her to an expensive restaurant. — Peter, who wanted to make a good impression on his girl friend, took her to an expensive restaurant. Anita couldn't read the menu. Anita didn't understand French. — Anita, who didn't understand French, couldn't read the menu. Point out to students that non-essential relative clauses are set off by commas. Have each student write two sentences with relative clauses to identify further a person and a thing in the classroom. Have several students write their sentences on the board for group correction.
VERBS FOLLOWED BY INFINITIVES	We agreed to meet here at 1:00. Alice agreed to help me with my homework. I hope to see you soon. He hopes to sell his car. Here are some examples of other verbs that are followed by infinitives: seem — try promise — offer fail — prepare forget — refuse plan To practice these verbs, ask students questions similar to the following: What are some foods you refuse to eat?

Skill/Concept:	Suggested Activities
	What are some things you hope to do? What are some things you have promised to do?
VERBS FOLLOWED BY GERUNDS	I avoid driving in the snow. Since she is on a diet, she avoids eating fattening foods. The thief denies stealing my money. The children deny breaking the window. Here are some examples of other verbs that are followed by gerunds: admit, keep, enjoy, prevent, stop, finish, dislike The following are also followed by gerunds: concerned with, fond of, interested in, excited about, capable of, object to, good at, plan on, worry about Ask questions similar to the following: What are some things you enjoy doing? What are some things you dislike doing? What do you plan on doing this weekend? What are some of the things you are tired of doing? What are some things you are good at doing?
VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS	I began to eat the ice cream. I began eating the ice cream. We like to read novels. We like reading novels. Some other verbs that can be followed by either infinitives or gerunds include: cease, can't bear, start, attempt, continue A few verbs that can be followed by either infinitives or gerunds change meanings when

Skill/Concept:	Suggested Activities
	followed by one or the other. Point out the differences in these two sentences. I stopped to buy a paper. I stopped buying a paper. The verb remember follows the same pattern. Present the students with the following or similar letter and ask them to respond. Dear Abby, A year ago I started smoking pot and now I can't stop doing it. I have tried to quit but can't seem to do without it. When I'm with my friends I can't refuse to smoke with them and I like getting high. At the same time, I worry about getting caught. What should I do? Junior High Junkie Students may be required to have a minimum number of gerunds and infinitives in their responses.
GERUNDS Used as nouns	Swimming is fun. Speaking English is easy. Seeing is believing. List several activities such as traveling, dancing, bowling, shopping, etc. on the board. Have students ask each other questions. Is traveling exciting? Is smoking dangerous to your health?
PRESENT PARTICIPLE USED AS AN ADJECTIVE	It was an interesting movie. There is an old saying, "Let sleeping dogs lie." Let the students try exercises similar to these: My job frustrates me. It is a _____ job. At The Night Spot the waiters sing for the customers. They are _____ waiters. It's almost time to close the bank. In five minutes it will be _____ time. This class bores me. It is a _____ class.

Skill/Concept:	Suggested Activities
PAST PARTICIPLE USED AS AN ADJECTIVE	Our neighbor began shouting about his broken window. She was very interested in medicine. Let students try exercises similar to these: She says her boyfriend broke his promise and she is tired of _____ promises. We bought a car that someone else had used. It was a _____ car. Show me your book report when it's finished. I want to see the _____ report. When the present participle (-ing) is used as an adjective it means "causing a reaction or feeling." The past participle (-ed) means "experiencing a reaction or feeling." The lecture was boring. The audience was bored. The work was tiring. The workers were tired. The accident was horrifying. We were horrified.
PRESENT AND PAST PARTICIPLES AS ADJECTIVES	Allow the students to try the following or similar exercise. The sentences require either a present or past participle. Last night I was _____ of watching T.V. (tire) so I went with my friends to the video arcade in the mall. I was _____ to see (amaze) so many people there on a week night. All of them were _____ in beating (interest) the video machines. There wasn't a _____ (bore) person in the entire arcade. Watching the people was as _____ as playing the (fascinate) games. When I began playing I was _____ (surprise) to see how easy it is to become a video fanatic. As a matter of fact, I was _____ (disappoint)

Skill/Concept:	Suggested Activities
	when it was _____ time. (close)
ADVERBIAL CLAUSES OF REASON because since so . . . that although	Have students combine two short sentences using the indicated adverbs. For example: Why did Columbus cross the Atlantic? He was looking for a shorter route to India. (because) — Columbus crossed the Atlantic because he was looking for a shorter route to India. Why did she quit her job? She thought the job was boring. (since) She was driving fast. Her friends said she would have an accident. (so . . . that) His father is very rich. He couldn't afford a new car. (although)
	Provide students with sentences which contain adverbial clauses, but omit the adverbs. Have students supply appropriate choices. They bought the car _____ they could drive to New York. _____ Patricia and Aiicia were twins, they don't look alike.
ADVERBIAL CLAUSES OF TIME before after until as soon as while when	He always watches T.V. <u>before</u> he eats breakfast. The movie didn't start <u>until</u> the theater was filled. I'll tell her <u>as soon as</u> I see her. Point out to the students that "as soon as" means that one action immediately follows another; "while" means that two actions or events occur simultaneously; "when" can mean either "during" or "as soon as." Students are probably familiar with the other adverbs.

Skill/Concept:	Suggested Activities
MAKE vs. DO	Present some commonly used phrases with make and do. Explain any idiomatic expressions. You may wish to include the following: to do an assignment the dishes exercises a favor the laundry one's homework to make an appointment the bed a cake a phone call a date friends a living a mistake a plane a difference Ask students to provide sentences for each expression. Then, provide a cue such as "phone call" and allow students to respond with make or do as appropriate.

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